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ABSTRACT

During 1978, a study was conducted at Amarillo College (AC) to determine: (1) selected demographic and socio-economic characteristics of AC students; (2) selected academic background characteristics, AC enrollment classifications, and educational goals of students; (3) students' motivations for attending AC and for choosing their major programs; (4) students' perceptions of AC and of their chances of achieving their goals; (5) the percentage of students participating in extra-curricular activities; and (6) differences among student subgrounds, defined by curricular area, full-/part-time status, day/evening enrollment, ethnic origin, sex, and age. Information about 4,497 AC students was obtained from college records and additional information was obtained from 3,013 survey respondents, representing 76% of the sample. The study revealed that the average age of AC students was 24; that 60% enrolled on a part-time basis; that 53% were women; that over half were married; and that 86% were White. The educational levels of students prior to AC enrollment were diverse, with 9% not having a high school diploma and 9% having a college degree. Most AC students had high educational goals: 50% hoped to complete a bachelor's degree. "Low cost" and "programs offered" were the most frequently cited reasons for attending AC. (AYC)

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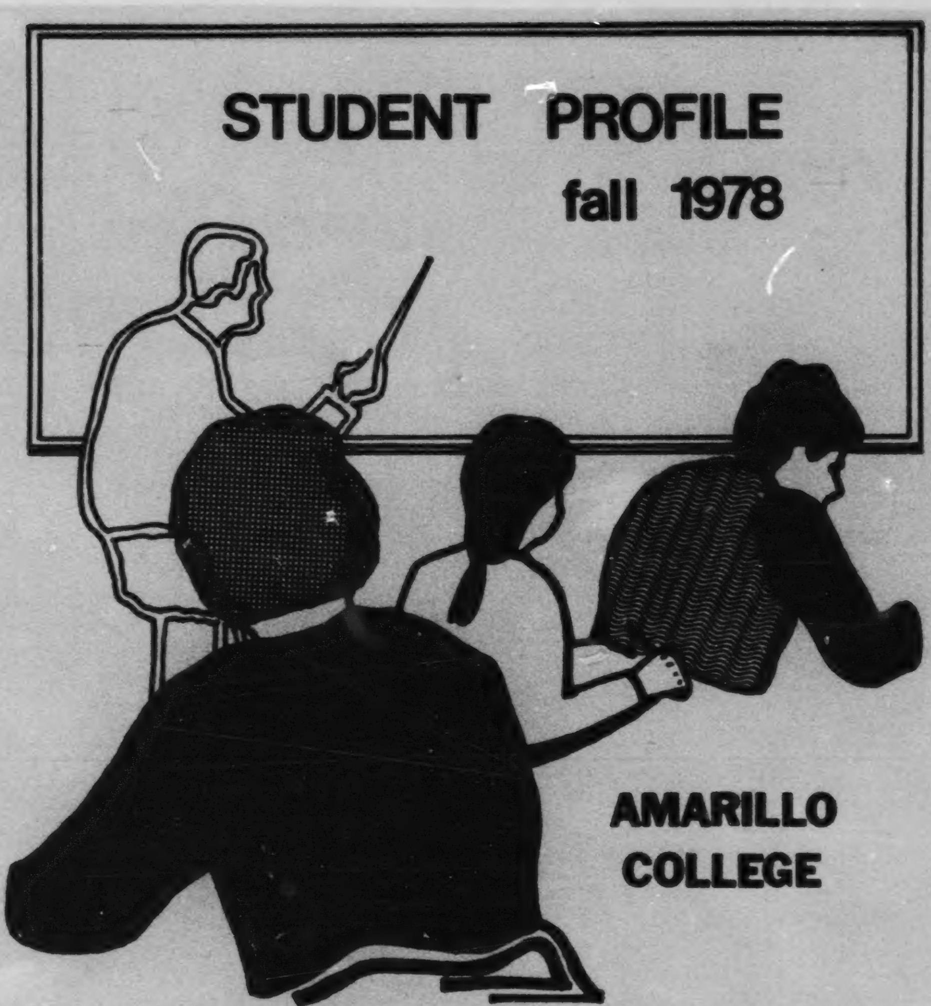
STUDENT PROFILE
fall 1978



AMARILLO COLLEGE

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STUDENT PROFILE, FALL 1978

EXECUTIVE SUMMARY

Amarillo College provides a variety of post-secondary educational programs for people in the Amarillo area. But their educational needs appear to be changing. During the 1970's the number of part-time students, non-credit students, women students and older students has increased. Annual unduplicated headcount enrollment has more than doubled for both credit and non-credit programs, exceeding 25,000 during 1979-80. Enrollments during fall 1979 exceeded 5,000 in credit courses and 7,000 in non-credit areas. Some programs have grown rapidly as enrollments in others have decreased. As the mission of AC has broadened from the traditional university parallel function, responsibility for maintaining the quality of programs and developing new programs has become more complex and more urgent.

Procedure for the study. During 1978 a committee of faculty and administrators was formed to design a study to identify as accurately as possible the background of AC students, their educational goals, experiences at the College, and perceptions of it. Such information was expected to assist in evaluating current educational programs and planning for the continued development of the College. The committee approved five goals for the study:

1. To identify selected demographic and socio-economic characteristics of AC students;
2. To identify selected academic background characteristics, AC enrollment classifications, and educational goals of the students;
3. To identify students' motivations for attending AC and for choosing their major programs;
4. To study AC students' perceptions of the College and their chances of achieving their goals, and to determine what proportion participate in extra-curricular activities; and
5. To examine differences among student subgroups in terms of their characteristics, goals, motivations, and perceptions.

These goals, with numerous sub-goals, formed the basis for the remaining study procedures. The committee determined that the study should focus only upon credit students. Although considerable value may be gained from studying non-credit students, the additional time and resources were not available; the need for information about non-credit students remains.

Information for the study was obtained from College files and a questionnaire mailed to all credit students enrolled at an Amarillo College campus. Off-campus students enrolled at locations such as Hereford and Dumas were excluded. Responses were received from 76 percent of the qualified students to whom questionnaires could be mailed. Information about 4,497 students was obtained from College records and additional information about 3,013 of these students was obtained from the questionnaire.

The findings were examined across student groups defined by curricular area, full-time and part-time status, day and evening enrollment, ethnic origin, sex, age and, occasionally, by other factors such as extent of outside employment, family income and prior educational level.

Programs and enrollments. Amarillo College students enroll in about 75 different credit programs for transfer to four-year institutions or for immediate employment in areas of technology and business, biomedical occupations and skilled blue-collar vocations. The curricular groups used in describing the findings for this study, as well as brief descriptions of non-credit students, are noted as follows:

> Arts and Sciences: Transfer programs to provide the first two years of a four-year degree program.
>
> Pending: Students in this category have not declared a major field of study, but are enrolled in courses of their choosing to fulfill individual needs. Pending students are often considered as Arts and Sciences students because they usually enroll in Arts and Sciences courses.
>
> Technology: Training programs to prepare the student for immediate employment in technological areas. Business Technology programs are to prepare the student for immediate employment in business areas. Usually, Technology and Business Technology students are grouped together for this study.
>
> Biomedical: Training programs to prepare the student for immediate employment in biomedical areas.
>
> Vocational Arts: Training programs to prepare the student for immediate employment in industrial trade areas.

Adult Vocational: Short non-credit courses to improve the student's occupational competence or to provide skills and knowledge essential to employment at the entry level.

Community Service: Short non-credit courses to enhance the student's quality of living through cultural and enrichment studies and through a variety of vocational pursuits.

Headcount enrollments in each of these curricular groups during fall 1979 were as follows:

Arts and Sciences	1,258
Pending	1,618
Technology	495
Business Technology	867
Biomedical	492
Vocational Arts	373
Adult Vocational	2,937
Community Service	4,233

General student description. AC credit students, overall, are older than traditional freshman and sophomore students. One-third are age 20 or younger, and more than two-fifths are over 25. The average (median) age is 24. Most students, six of ten, are enrolled part-time. Most students under age 25 enroll full-time in day, rather than night, courses. Older students are more evenly mixed across day and night schedules.

Women comprise 53 percent of AC enrollments. Nearly two-thirds of the women attend part-time; and women are more likely to enroll during day hours. Women outnumber men among the younger and over-35 age groups. Overall, men carry heavier course loads than women.

The AC student body is predominately White and contains five percent Mexican-Americans, four percent Blacks and smaller proportions of other ethnic groups. Blacks and Mexican-Americans tend to carry smaller course loads than do Whites, and they more often enroll in programs for occupational preparation.

Over half of the student body is married or has been married. Men are more likely to be married, but women are far more likely to be divorced or widowed. Married students more often attend part-time and during the evening.

Eighty-seven percent of AC credit students are residents of Potter or Randall Counties, and ten percent reside elsewhere in Texas.

Socioeconomic description. The parents of AC students are fairly well educated, overall; 70 percent have completed a high school education, and 40 percent of the fathers have attended college or earned a college degree. As other studies of college students have shown, the extent of parental education is related to the type of program pursued by children; parents of Arts and Sciences students are most educated and parents of Vocational students are least educated, and parents of full-time students are more educated than parents of part-time students. Parents of Black and Mexican-American students are not as well educated as are White parents.

Most AC students are employed at least part-time. Three of four part-time students are employed full-time, but of the full-time students, just 17 percent are. Half of the students are employed in jobs directly or somewhat related to their college programs.

The majority of parents of students under age 25 and of students age 25 or older are employed in white-collar jobs, but most parents of Black and Mexican-American students are employed in blue-collar jobs. The average parental income for young dependent AC students is higher than the average (median) for Amarillo, overall--$21,000 compared to $17,257 (for 1978). The average family income for independent AC students is much lower, at about $14,000. Wide variation in incomes exists across curricular groups.

Educational background and college goals. Educational levels of students prior to enrollment at AC are diverse. On the low side nine percent had not earned a high school diploma, and on the high side nine percent had earned a bachelor's or graduate degree. The educational level of part-time students is more diverse than that of full-time students.

AC students also vary in their pattern of continued education. Six of ten had attended college prior to the survey (fall, 1978). Of these, just over half attended only AC and nearly half attended another college. Two-thirds of AC students had graduated from high school two or more years prior to the survey and one-third had graduated ten or more years prior.

Most AC students have high educational goals. While one of ten is not pursuing a degree, four of ten hope to complete a certificate or associate degree, and five of ten hope to complete a bachelor's or graduate degree. Students' degree goals vary with their program major, level of parental education, age, and full-time or part-time enrollment status.

Just over half of the AC students appear highly motivated by the vocational potential of a college education. An additional one in four expresses personal fulfillment, rather than occupational preparation or transfer to a four-year college, as reason for attendance. Student motivations, like their educational goals, are related to program major, full-time or part-time status, ethnic origin and age.

The attraction of AC. Over half of all students note "low cost" or "programs offered" as reasons for attending AC, and one-third noted "geographic location" and "high quality instruction." Reasons vary widely by curricular group. The most influential sources of information about AC are "friends and other students," "parents and relatives," and "AC publications." "Employers" and "news media" exert some influence. Over one-third of the student body note they would not have attended college at the time of the survey if AC did not exist. Most dependent upon AC are part-time students, women and older students, and students in occupational majors.

AC receives an overwhelming affirmation of its quality and programs; 95 percent of all students express willingness to recommend the College to others seeking to complete the same program or courses in which they are enrolled!

Participation at AC. Despite their overwhelming willingness to recommend AC to prospective students, most students express mild, rather than strong, feelings of being an active part of the College. Full-time and younger students express a greater sense of belonging than part-time and older students. Students who participate most in activities are often younger, enrolled full-time, and in Arts and Sciences programs. Most students who do not participate say they have no time to do so.

Perceptions of AC. Most students rate academic and instructional factors, support services and helpfulness of college personnel quite favorably. Vocational Arts majors, evening students and men are somewhat less satisfied than are other students with support services. Parking is a problem for three of four students at the Washington Street Campus. Problems such as scheduling classes around job hours, locating instructors, knowing where to get things done and finances affect certain groups of students more strongly than other groups.

Ninety-four percent of all students perceive AC personnel as interested in helping students with problems and special needs related to college attendance. Students aged 40 and above are most likely to express this belief, while Black and Vocational Arts students are somewhat less likely to do so.

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AN ENROLLMENT PROFILE

Since its beginning in 1929, Amarillo College has changed and grown with Amarillo, with its needs and expectations. As a part of the continuous planning for educational programs and broader development of Amarillo College, a comprehensive study of its student body was begun during 1978. Information about students was obtained from College records and from a questionnaire mailed to all students enrolled in credit courses at the Washington Street and West Campuses. The information obtained from these sources is being presented in a series of brief reports, each describing certain characteristics of the student body. Persons having only specific interests in AC students can choose from the list of topics the ones they care to examine further.

This first report on Amarillo College students consists of enrollment information. It covers the numbers enrolled for credit and non-credit courses, enrollments in specific curricula or educational programs, attendance during the day or evening hours, freshman and sophomore status of students, their part-time and full-time attendance, and certain relationships among these factors. Also, occasional references are made to year-to-year changes in enrollments. In addition to the two sources noted for the student description, this report has drawn heavily upon the published booklet Amarillo College Enrollment and Graduate Data.

For several years, Amarillo College has enrolled more than 20,000 students annually. This number has increased considerably since the early 1970's when total annual enrollments topped just 11,000 students. By far the largest increase has been in non-credit enrollments, which include adult vocational and community service classes. These courses differ from those for college credit in that they do not provide credit toward a formal educational program of two years or less. Enrollments in non-credit courses have increased to nearly triple that of 1971-72, and credit enrollments have increased to one and one-half their 1971-72 figure. During the year just ended, 1978-79, credit enrollments remained about the same as during the previous year, while non-credit enrollments continued to increase rapidly, resulting in a 1978-79 unduplicated headcount of more than 23,000 students. These enrollment figures are shown in the following tabulation.

8

Year	Total	Credit	Non-Credit
1971-72	11,353	5,617	5,726
1972-73	12,194	6,209	5,985
1973-74	16,792	6,732	10,060
1974-75	19,757	8,155	11,602
1975-76	20,812	7,766	13,046
1976-77	20,667	8,187	12,480
1977-78	21,685	8,354	13,331
1978-79	23,785	8,598	15,187

Taken from Table 3, Enrollment and Graduate Data

Curricular Groups

Amarillo College students enroll in 75 different educational programs. These include programs for transfer to four-year institutions, immediate employment in areas of technology, business, biomedical occupations, skilled blue-collar voctions, as well as several types of short courses. These categories, along with enrollments from 1970-78, are shown in Table A1 for specific credit and non-credit program groups. The program or curricular groups which are used to describe Amarillo College enrollments, along with brief descriptions of each, are as follows:

Arts and Sciences: Transfer programs designed to provide the first two years of a four-year degree program.

Technology: Training programs designed to prepare the student for immediate employment in various technological areas.

Business Technology: Training programs designed to prepare the student for immediate employment in various business areas.

Biomedical: Training programs designed to prepare the student for immediate employment in various biomedical areas.

Vocational Arts: Training programs designed to prepare the student for immediate employment in various industrial trade areas.

Pending: Students in this category have not declared a major field of study, but are enrolled in courses of their choosing to fulfill individual needs.

Adult Vocational: Short courses designed to improve the student's occupational competence or to provide skills and knowledge essential to employment at the entry level.

Community Service: Short courses designed to enhance the student's quality of living through cultural and enrichment studies, and a variety of vocational pursuits.

Changes in fall headcount enrollments for these curricular groups, based on 1970 figures, are illustrated in Figure A1. Enrollments for Pending Majors and Community Service have increased each year. Business Technology enrollments increased quite rapidly from 1970 to 1975 and then leveled. Technology and Adult Vocational enrollments both peaked in fall 1974 and then declined each year until 1978, when a slight increase occurred. Vocational Arts follow this same pattern, except they show two peak years, 1972 and 1975. Biomedical enrollments also peaked in 1972, then declined and appear now to be leveling off within a 20 percent range below that peak figure. Arts and Sciences show a decrease between 1970 and 1971, and since that time, enrollments have fluctuated within a 15 percent range below that 1971 figure.

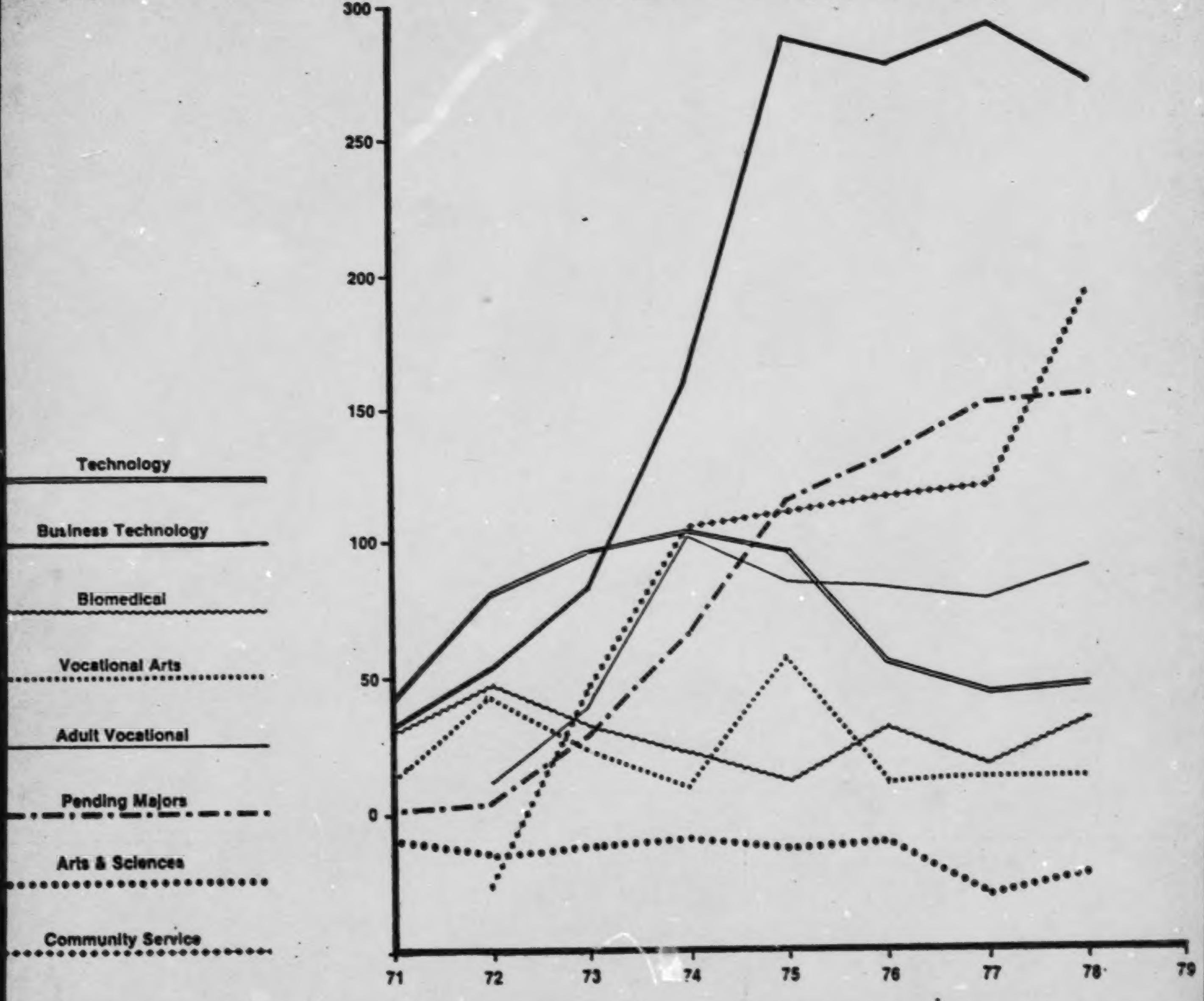
The fall, 1978, headcount enrollments for each of 75 programs are shown in Table A2. No further discussion of these specific programs is contained in this report.

Day/Evening Attendance

Classes for both credit and non-credit courses at AC are scheduled day and evening. Based on fall figures, the following tabulation shows that enrollments in credit courses are generally 60 percent of the total in the daytime and 40 percent of the total at night. Non-credit programs have been designed mainly for evening students. However, due to an increase in daytime and weekend offerings and to an unusually large number of daytime seminars and workshops, the proportion of non-credit day enrollments is exaggerated for 1978. The proportion of actual contact hours scheduled for evenings is much higher than suggested in the tabulation.

Figure A1

PERCENT INCREASE IN FALL HEADCOUNT ENROLLMENTS OVER 1970 FIGURES



	Total		Credit		Non-Credit	
	Day	Evening	Day	Evening	Day	Evening
Year	%	%	%	%	%	%
1972	43	57	64	36	17	83
1973	51	49	71	29	29	71
1974	55	45	63	37	48	52
1975	46	54	57	43	35	65
1976	45	55	58	42	33	67
1977	43	57	56	44	32	68
1978	51	49	60	40	44	56

Taken from Table 8, Enrollment and Graduate Data

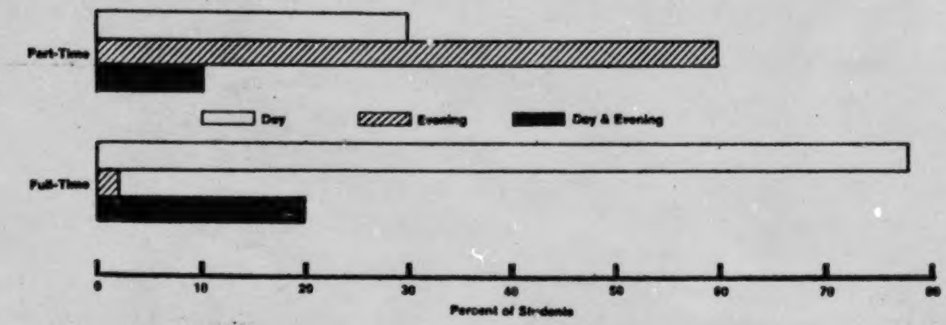
Freshman/Sophomore Classification

Credit students are classified as freshman, sophomore, or unclassified, based on the number of semester hours earned. Fall 1978 enrollments indicate that most AC students are at the freshman level, having earned 30 or fewer semester hours. The following tabulation shows the proportion for each classification.

Classification	Percent of Students
Freshman (0-30 semester hours earned)	70
Sophomore (31-60 semester hours earned)	18
Unclassified (over 60 semester hours earned)	12
Total	100

Part-Time/Full-Time Enrollments

Students at Amarillo College are considered full-time during a semester or quarter if they are enrolled for 12 or more credit hours. Part-time students are enrolled in fewer than 12 credit hours. Most students (60 percent) are enrolled part-time. Full-time students carry an average (median) load of 14 credit hours per semester and part-time students an average of 6. The overall average load carried by AC students is 9. (Table A3) Full-time students most often attend during the day and part-time students most often attend in the evening. However, as shown in the following figure, part-time students attend day classes and some full-time students attend in the evening.



Nearly equal proportions of part-time and full-time students are freshmen, but a larger proportion of full-time students are sophomores. Few full-time students are unclassified. (Table A4)

A larger proportion of day students than evening students are freshman, but nearly equal proportions are sophomores. However, of students enrolled in a combination of day and evening classes, a smaller proportion are freshmen and a larger proportion are sophomores than is seen in either day or evening enrollments alone.

Enrollments of AC credit students show that part-time students outnumber full-time students 3 to 2, and daytime students outnumber evening students 3 to 2; however, the various curricular groups are unique in their enrollments and differ sometimes drastically from this overall pattern. (Table A5) For example, while most Business Technology students are enrolled part-time and attend in the evening, most Biomedical students enroll full-time and attend in the daytime. Students enrolled in Arts and Sciences, in Technology, and as Pending Majors usually are attending on a part-time basis in the daytime.

Vocational Arts programs are set up so that day students are enrolled full-time and evening students attend part-time. Here, the proportions of day and evening students are nearly equal.

In the non-credit areas, enrollments in Adult Vocational programs are approaching equal proportions of day and evening attendance, but in the Community Service area, evening students outnumber day students 3 to 2.

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TABLE A1

CURRICULAR DISTRIBUTION OF FALL HEADCOUNT
1970 - 1978*

Curricula	1970	1971	1972	1973	1974	1975	1976	1977	1978
Credit:									
Arts & Science	1,563	1,315	1,249	1,274	1,313	1,266	1,274	1,124	1,203
Technology	317	443	569	614	665	623	503	460	470
Business Technology	202	259	307	364	522	772	746	797	758
Biomedical	345	438	509	446	417	401	441	409	452
Vocational Arts**	436	507	616	539	486	688	503	507	507
Pending	537	540	568	680	895	1,175	1,263	1,375	1,388
Non-Credit:									
Adult Vocational	1,589	Unavailable	1,840	2,206	3,284	2,938	2,890	2,530	2,957
Community Service	1,092	Unavailable	788	1,593	2,283	2,367	2,388	2,428	3,200

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*Taken from Table 1, Enrollment and Graduate Data

**Includes Vocational Nursing

TABLE 2A

Fall 1978 Headcount by Program

Arts & Sciences	N
Architecture	23
Art	72
Biological Sciences	30
Business-Pre-professional	397
Chemical Engineering	6
English	29
Home Economics	26
Journalism	13
Mathematics	14
Modern Languages	5
Music	31
Physical Education	19
Physical Sciences	24
Pre-Agriculture	5
Pre-Dental	13
Pre-Engineering	87
Pre-Law	33
Pre-Medical	37
Pre-Medical Technology	4
Pre-Nursing - Hospital	61
Pre-Nursing - Four Year	65
Pre-Pharmacy	8
Pre-Teaching	97
Pre-Veterinary	7
Psychology	40
Social Sciences	38
Speech Arts	19
Total Arts & Sciences	1,203

Technology	
Architectural Technology	7
Biomedical Electronics Tech.	13
Chemical Technology	20
Dietetic Technology	3
Drafting & Design	47
Electronics, Computer Tech.	30
Electronics, Engineering Tech.	47
Electronics Technology	66
Fire Prevention	1
Law Enforcement	100
Photography	83
Radio-TV Production	53
Total Technology	470

Business Technology	N
Agri-Business Technology	7
Aviation Management	14
Banking	74
Court Reporting	23
Computer Information Science	142
General Office - One-Year	49
General Office - Two Year	14
Hotel-Restaurant Management	9
Legal Secretary	41
Library Technical Assistant	12
Medical Secretary	9
Mid-Management	226
Real Estate	67
Retailing & Merchandising	14
Secretarial - One-Year	28
Secretarial - Two-Year	29
Total Business Technology	758

Biomedical	
Associate Degree Nursing	199
Child Care Assistant	22
Dental Assisting	13
Dental Hygiene	39
Medical Laboratory Technology	42
Medical Records	28
Mental Health Associate	32
Radiological Technology	44
Respiratory Technology	33
Total Biomedical	452

Vocational Arts	
Air Conditioning & Refrigeration	126
Automotive Mechanics	117
Commercial Electronics	84
Diesel Mechanics	46
Industrial Welding	67
Vocational Nursing	67
Total Vocational Arts	507

Pending Majors	1,388

Continuing Education	
Adult Vocational	2,505
Health Care	362
Community Adult Homemaking	90
Community Services	3,200
Total Continuing Education	6,157

TABLE A3
PART-TIME/FULL-TIME DISTRIBUTION OF CREDIT STUDENTS

Credit Hours Enrolled	Total N	 %	Median Credit Hours Enrolled
1-6	1,740	39	
7-11	965	21	
Part-Time Students	2,705	60	5.7
12-14	1,141	25	
15 - up	651	15	
Full-Time Students	1,792	40	14.1
Total	4,497	100%	9.1

TABLE A4
FRESHMAN/SOPHOMORE CLASSIFICATION
OF
PART-TIME/FULL-TIME AND DAY/EVENING STUDENTS

	Part-Time %	Full-Time %	Day %	Evening %	Day & Evening %
Freshman	69	72	75	69	60
Sophomore	16	21	17	15	27
Unclassified	15	7	8	16	13
Total	100%	100%	100%	100%	100%

FALL 1978 PART-TIME/FULL-TIME AND DAY/EVENING ENROLLMENTS BY CURRICULAR GROUPS

Curricula	Unduplicated Headcount	Part-Time		Full-Time		Day		Evening	
	N	N	%	N	%	N	%	N	%
Credit:									
Arts & Sciences	1,203	637	53	566	47	820	68	383	32
Technology	470	265	56	205	44	281	60	189	40
Business Technology	758	562	74	196	26	322	42	436	58
Biomedical	452	176	39	276	61	403	89	49	11
Vocational Arts**	507	-		-		259	51	248	49
Pending	1,388	981	71	407	29	758	55	630	45
Total Credit	4,778	2,621	61	1,650	39	2,843	60	1,935	40
Non-Credit:									
Adult Vocational	2,957	-		-		1,395	47	1,562	53
Community Service	3,200	-		-		1,310	41	1,890	59
Total Non-Credit	6,157					2,705	44	3,452	56
Grand Total	10,935					5,548	51	5,387	49

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*Taken from Tables 1, 7, 8, Enrollment and Graduate Data

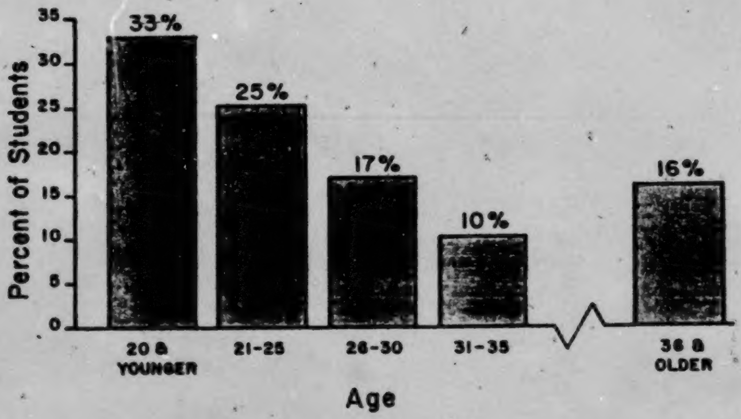
**Includes Vocational Nursing Program

A DEMOGRAPHIC DESCRIPTION OF AC STUDENTS

The diversity of AC students is suggested in this report through a discussion of demographic characteristics, such as age, sex, ethnic group, marital status, and residence. The AC student no longer fits the traditional image prominent in the two-year college prior to a decade ago. This typical student was 18 to 20 years of age, single, and a White male enrolled full-time in preparation for transfer to a senior college. Times and the student body have changed. As the "Enrollment Profile" showed, the typical student now enrolls part-time in an occupational-technical program. The typical student today is older, married, slightly more likely to be a woman, and more often a member of a minority group.

Age

As a group AC students are older than traditional freshmen and sophomore college students. While one-third are 20 or younger, more than two-fifths are over 25. (See the following graph.) More students are 19 (mode) than any other age, but the average (median) age is 24.



The median age for all men is 24 and for all women 23. Black and Mexican-American men are, however, slightly older and the women somewhat younger. Oriental men and women are older than average, and American-Indian students younger than average. (Table B1)

Full-time students are younger than part-time students. Whereas three-fourths of the 18-19 age group are enrolled full-time, not quite half of those age 20-22 are full-time students, and at age 23-24 the proportion is less than one-third. The proportion of full-time students continues to decrease with age. At age 50 and up, only 1 of 10 students attends full-time. (Table B2)

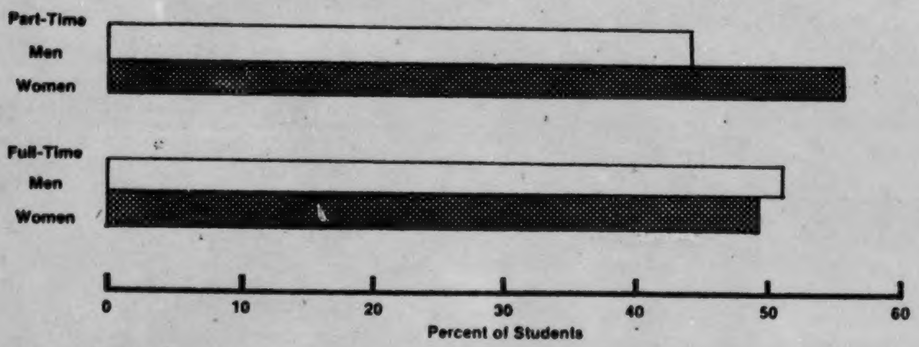
Younger students are likely to enroll in daytime classes. Two-thirds of those attending day classes are 24 or younger, whereas only one-third of the night students are this young. (Table B3)

Older students usually enroll in some Technology and most Vocational Arts programs. The Technology programs that attract most of the older students are electronics, mid-management, law enforcement, one-year general office, and real estate. Associate Degree Nursing is the only Biomedical program that attracts many older students. In Arts and Sciences programs, art, business education, and the four-year nursing program all show a median age over 27 years. (Table B4)

Sex

More women than men now attend Amarillo College; women comprise 53 percent of the student body. Women outnumber men among Whites and Blacks, but American-Indian, Oriental and Mexican-American men outnumber women. Among Blacks, 62 percent are women. (Table B5)

Enrollments of men and women differ in terms of part-time/full-time and day/evening attendance. Women outnumber men in part-time enrollments, but slightly more men than women are enrolled full-time. (See the following graph.) Nearly two-thirds of all women attend part-time, and almost half of them enroll for six or fewer hours. (Table B6) Daytime students are more likely to be women, as are those attending a combination of day and evening classes. Nearly equal proportions of men and women attend night classes. (Table B7)



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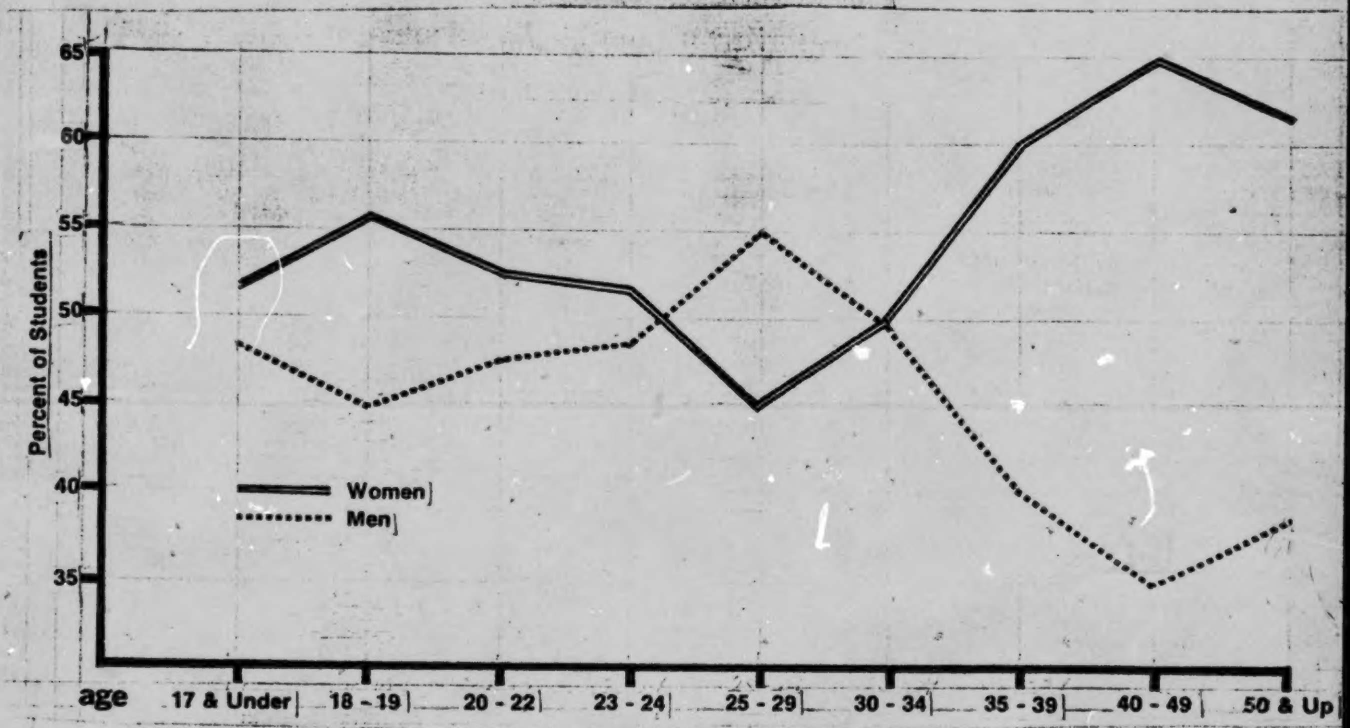
Women outnumber men among the younger and over-35 age groups, men predominate in the 25-29 age group, and there are equal proportions of men and women in the 30-34 age group. (See the following graph.) (Table B8)



Men have earned slightly more college credit hours at AC than women. The average (median) number of credit hours earned by men is 11.4 and by women, 8.0. Sixty-eight percent of the men and 72 percent of the women are classified as freshman. (Table B9)

In choice of curriculum, women are more likely to enroll in the Biomedical programs or to be Pending Majors, whereas men prefer the Vocational Arts and most Technology programs. Other programs which enroll more women than men are office occupations, banking, computer information systems, library technology, and retailing and merchandising. Slightly more women than men enroll in Arts and Sciences, where they dominate enrollments in art, English, modern languages, education, psychology, and home economics. Men dominate enrollments in the areas of architecture, agriculture, engineering, physical sciences, and the pre-medical programs, such as dentistry, pharmacy, and medicine. (Table B10; Table 2, Enrollment and Graduate Data)

Ethnic Groups

The AC student body is predominantly White, but contains 5 percent Mexican-Americans, 4 percent Blacks, and smaller proportions of other ethnic groups. The following tabulation shows this ethnic distribution based on fall 1978 enrollments.

Ethnic Group	No. of Students	Percent of Student Body
American-Indian	32	0.7
Black	179	4.0
Mexican-American	230	5.1
Oriental	29	0.7
Other	141	3.1
White	3,883	86.4
TOTAL	4,494	100.0

Since such a large proportion of students are White, the distribution of White students generally reflects that of the overall student body in terms of part-time/full-time, day/evening enrollments, preferences for curricular groups, and freshman/sophomore classification. However, in comparing Blacks and Mexican-Americans to students in general, we find some differences.

Overall, most students are enrolled part-time and nearly two-thirds attend day classes, or a combination of day and evening classes. There are only slight differences across ethnic groups in terms of part-time/full-time and day/evening enrollments. However, Mexican-American and Oriental students are more likely than others to be enrolled part-time. Mexican-Americans more often attend evening classes and Orientals generally attend day classes. (Tables B11 and B12)

In comparing freshmen/sophomore classifications across ethnic groups, we find that Black and Mexican-American students are more likely to be freshman than Whites. This is especially true of women, as 75 percent of Black women and 83 percent of Mexican-American women are freshmen compared to 72 percent of White women. Also, there are differences in the average (median) number of credit hours earned across ethnic groups. Black men show an average of 7.2 credit hours earned, Mexican-American men, 9.9, compared to 11.9 for Whites. The averages for Black and Mexican-American women are 4.8 and 4.5 respectively, compared to 8.7 for White women. (Table B9)

In comparing the distribution of ethnic groups across curricular choices, Mexican-Americans tend to enroll more often in vocational programs than other groups, and less often in the Arts and Sciences. A larger proportion of Blacks than other groups enroll in Technology programs, and a small proportion as Pending Majors. (Table B13) The largest enrollments of both Blacks and Mexican-Americans are in business, nursing, mid-management, law enforcement, auto mechanics, and air conditioning. (Table 2, Enrollment and Graduate Data)

Marital Status

Over half of the student body is married or have been married. Men are more likely to be married than women, but of the students divorced or widowed, women far outnumber men. (Table B14)

Among ethnic groups, Black and American-Indian students are more often single than married, but almost all Oriental students are married; none are divorced. (Table B15)

Most full-time and daytime students are single; most part-time and evening students are married. Of the students attending a combination of day and night classes, a slightly larger proportion are single than are married. (Tables B16 and B17)

Residence

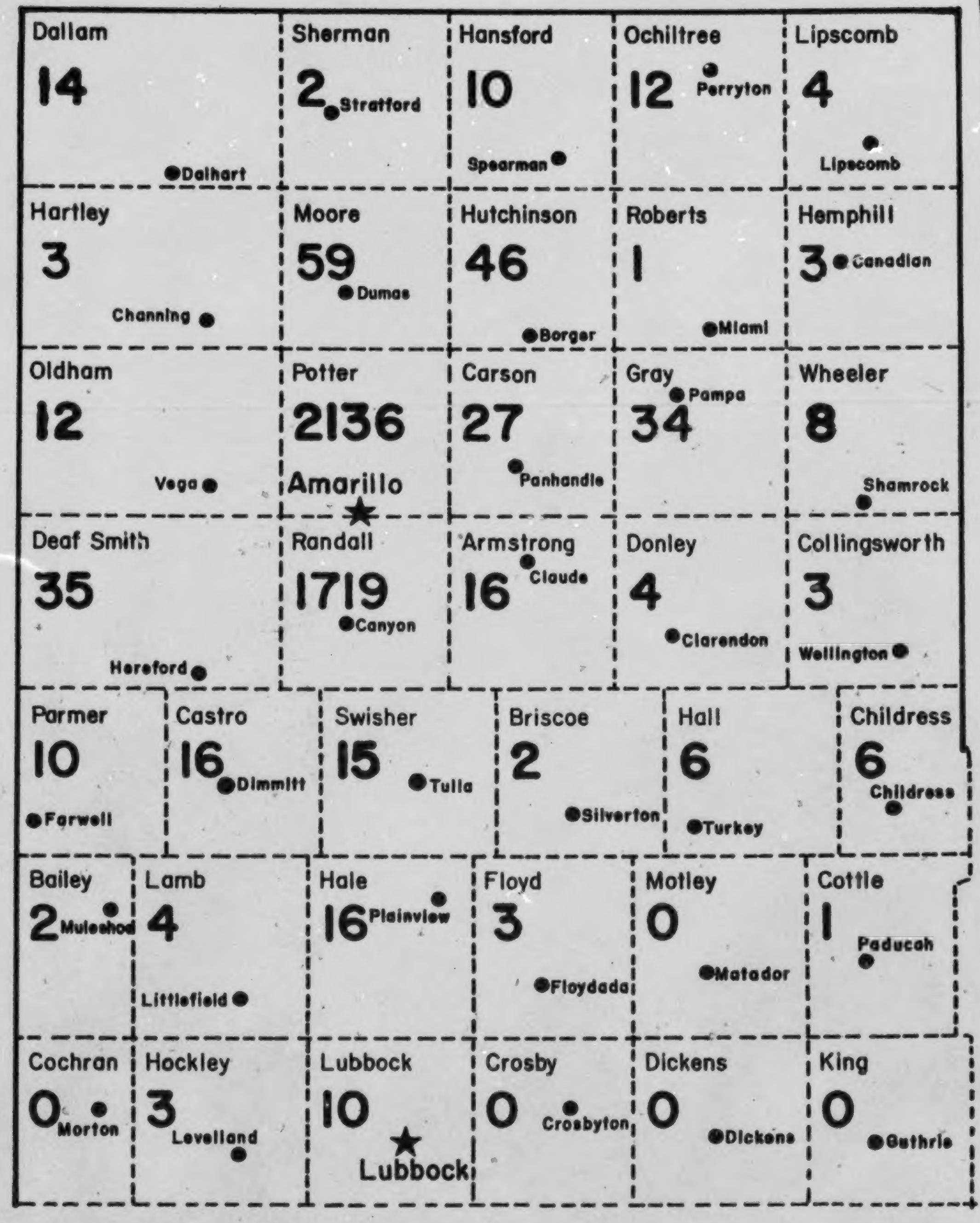
Of all AC credit students, 87 percent are permanent residents of Potter or Randall Counties, 10 percent reside elsewhere in Texas, and 3 percent are from 19 other states and 12 foreign countries. (Table B18) Most out-of-state students come from New Mexico, Colorado, and Oklahoma. Students who report residence outside the United States are mainly from South Viet Nam, Iran, and Nigeria. The Texas Panhandle accounts for 96 percent of AC students. The distribution of these students by county can be seen in Figure B1.

While attending AC, 9 of 10 students live in the immediate Amarillo area. The location of these students in the city can be seen in Figure B2, which shows the percent of students by zip code areas.

There are some obvious differences between students whose permanent residences are in Potter or Randall County and those who come from other areas. One of these differences is age, another is their part-time/full-time and day/evening attendance, and a third is the curricular areas in which

Figure B1

Number of AC Students Residing in
Texas Panhandle Counties Fall 1978



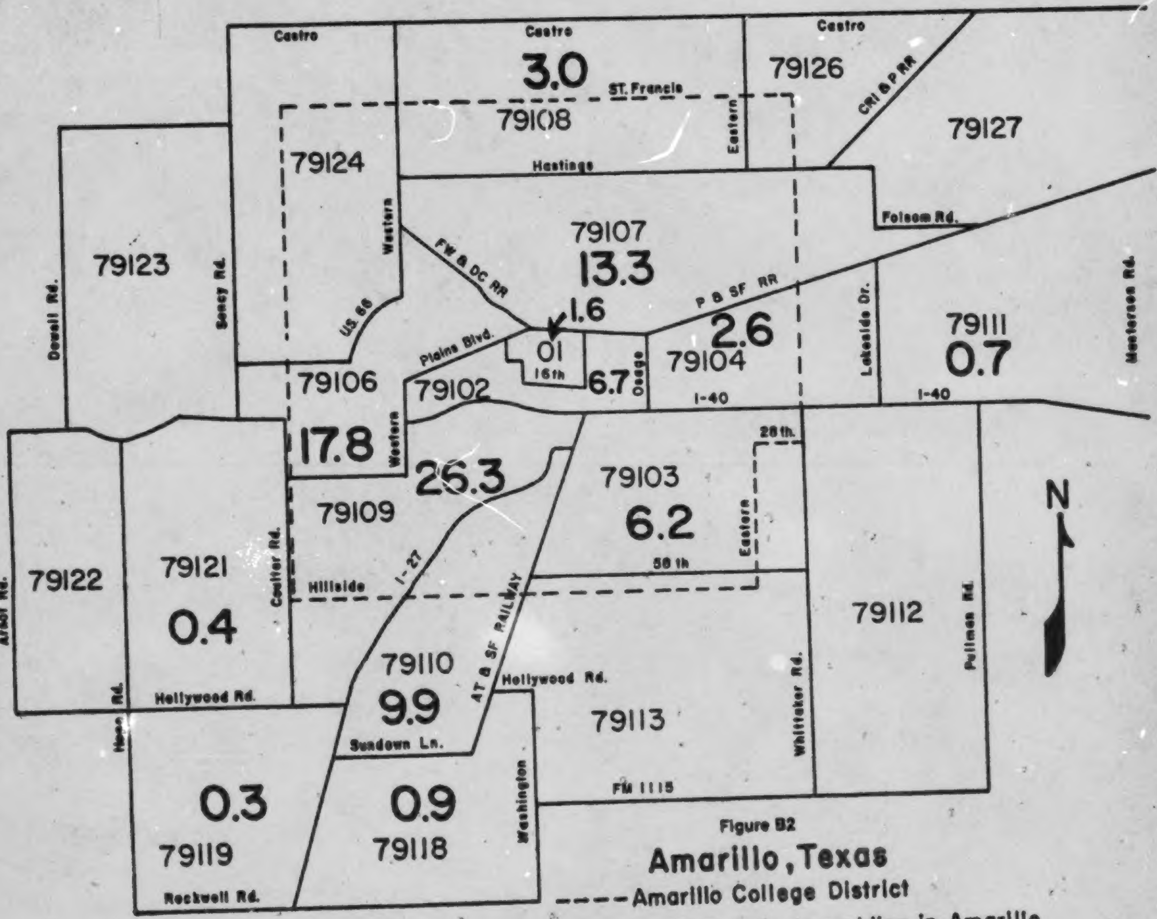


Figure B2

Amarillo, Texas

---- Amarillo College District

Percent of AC students residing in Amarillo zip code areas. Fall 1978 they enroll. Texas students from outside the Panhandle and students from other states are likely to be of traditional college age (19-21), which is younger than the average AC student (24). (Table B18) Also, two-thirds to three-fourths of these students enroll full-time and in daytime classes, compared to less than one-half of Potter and Randall County students. (Table B19) Students from outside Potter and Randall Counties seem to be attracted to AC by unique curricular areas. Students from other countries tend to enroll as Pending Majors or in Arts and Sciences. Most out-of-state students are preparing for careers in the medical field, either in Biomedical or Arts and Sciences programs, and Texas students from outside the Panhandle are also generally enrolled in these two areas. Texas Panhandle students are most often attracted by programs in Technology. (Table B20)

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TABLE B1

MEDIAN AGE OF STUDENTS BY ETHNIC GROUP AND SEX

Ethnic Group	Median Age
American-Indian	
Men	21.0
Women	22.1
Black	
Men	24.5
Women	22.3
Mexican-American	
Men	25.3
Women	22.8
Oriental	
Men	26.0
Women	30.0
White	
Men	23.4
Women	23.5

TABLE B2

AGE DISTRIBUTION OF PART-TIME/FULL-TIME STUDENTS

	Part-Time		Full-Time	
	N	%	N	%
17 & under	8	38	13	62
18-19	272	25	818	75
20-22	476	53	418	47
23-24	262	68	122	32
25-29	566	73	204	27
30-34	432	83	86	17
35-39	236	85	41	15
40-49	291	87	45	13
50 & up	127	90	14	10
	2,670	60	1,761	40

Table B3

AGE DISTRIBUTION OF DAY/EVENING STUDENTS

	Day		Evening		Day & Evening	
	N	%	N	%	N	%
17 & under	16	1	3	0	2	0
18-19	824	37	99	6	167	27
20-22	462	21	269	16	163	27
23-24	162	7	175	11	47	8
25-29	296	14	380	23	94	15
30-34	165	8	287	18	66	11
35-39	112	5	142	9	23	4
40-49	101	5	196	12	39	6
50 & up	50	2	81	5	10	2
	2,188	100	1,632	100	611	100

TABLE B4

MEDIAN AGE OF STUDENTS BY PROGRAM MAJOR

Program Major	# Students	Median Age
Arts & Sciences		
Business Education	18	29.50
Pre-Nursing	55	27.91
Art	72	27.42
Psychology	38	25.33
English	26	24.50
Geology	12	23.50
Pre-Nursing (Hospital)	52	23.30
Computer Info. Systems	45	23.10
Business Administration	310	22.79
Engineering Technology	18	22.50
Mathematics	12	22.50
Education	85	22.03
Pre-Pharmacy	9	22.00
Religion	17	21.75
Social Sciences	23	21.25
Biology	28	20.63
Home Economics	28	20.63
Pre-Medical	33	20.40
Liberal Arts	25	20.25
Architecture	21	20.25
Pre-Veterinary	8	20.25
Engineering, General	66	19.83
Music	29	19.69
Journalism	12	19.50
Chemistry	6	19.50
Engineering, Chemical	6	19.50
Pre-Law	31	19.44
Physical Educaton	22	19.33
Secretarial Office Admin.	7	19.25
Mass Communications	9	19.00
Drama	21	18.90
Pre-Dentistry	11	18.72
Pending Majors	1,249	24.09
Biomedical		
Associate Degree Nursing	202	24.64
Medical Office Assistant	8	22.50
Respiratory Therapy	33	22.13
Medical Records	20	21.75
Radiologic Technology	44	21.50
Mental Health	33	21.19
Child Care	22	21.00
Dental Hygiene	39	20.91
Medical Laboratory	43	19.85
Dental Assisting	13	18.94
Technology		
Library Tech. Assist.	11	33.25
Mid-Management	147	29.81
Aviation Management	14	29.50
Real Estate	57	28.00
Electronics Tech.	62	26.50
Law Enforcement	83	26.38
General Office, One-Year	48	26.38
Chemical Technology	20	26.17
Electronics, Biomedical	14	25.75
Banking	72	25.44
Computer Info. Systems	142	24.87
Secretarial, One-Year	26	24.50
Hotel & Restaurant Mgt.	8	24.50
Photography	82	23.83
Drafting & Design	50	23.64
Electronics, Computer	30	23.17
Agri-Business Mgt.	6	22.50
Secretarial, Two-Year	30	21.17
Electronics, Engineering	46	21.14
Radio- TV Production	47	20.72
Legal Secretary	41	20.45
General Office, Two-Year	16	20.25
Architectural Tech.	7	20.00
Court Reporting	23	19.69
Medical Secretary	9	19.30
Retailing & Merchandising	14	19.25
Electronics, Broadcasting	6	19.00
Vocational Arts		
Industrial Electricity	14	29.50
Auto Partsman	8	29.50
Two-Way Radio Repair	14	28.25
Commercial Electronics	55	27.91
Vocational Nursing	52	27.44
Diesel Mechanics	41	27.00
Air Conditioning & Refrig.	87	26.43
Welding	57	26.00
Auto Mechanics	93	25.19

TABLE B5

DISTRIBUTION OF MEN AND WOMEN WITHIN ETHNIC GROUPS

	Total		White		American-Indian		Black		Oriental		Mexican-American		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Men	2,117	47	1,798	46	19	59	68	38	16	55	118	51	98	69
Women	2,376	53	2,084	54	13	41	111	62	13	45	112	49	43	31
Total	4,493		3,882		32		179		29		230		141	

Table B6

DISTRIBUTION OF CREDIT HOURS ENROLLED WITHIN MALE AND FEMALE GROUPS

	Men		Women	
Credit Hours Enrolled	N	%	N	%
1-6	609	29	1,129	47
7-11	586	28	379	16
Part-Time	1,195	57	1,508	63
12-14	598	28	541	23
15 & up	324	15	327	14
Full-Time	922	43	868	37
Total	2,117	100	2,376	100

TABLE B7

DISTRIBUTION OF MEN AND WOMEN AS DAY/EVENING STUDENTS

	Total	Day		Evening		Day & Evening	
	N	N	%	N	%	N	%
Men	2,117	1,014	46	846	51	257	42
Women	2,376	1,202	54	820	49	354	58
Total	4,493	2,216	49	1,666	37	611	14

TABLE B8

DISTRIBUTION OF MEN AND WOMEN WITHIN AGE GROUPS

	Men		Women	
	N	%	N	%
17 & Under	10	48	11	52
18-19	485	45	605	55
20-22	417	47	477	53
23-24	183	48	201	52
25-29	421	55	348	45
30-34	258	50	260	50
35-39	111	40	166	60
40-49	116	35	219	65
50 & up	53	38	88	62
Median Age	24		23	

TABLE b9 FRESHMAN/SOPHOMORE CLASSIFICATION OF STUDENTS BY SEX & ETHNIC GROUP*

Ethnic Group	Freshmen %	Sophomore %	Unclassified %	Median Credit Hours Earned
Black	74	16	10	
Men	70	15	15	7.2
Women	75	17	8	4.8
Mexican-American	78	14	8	
Men	73	19	8	9.9
Women	83	9	8	4.5
White	70	18	12	
Men	68	19	13	11.9
Women	72	17	11	8.7
Total	70	18	12	
Men	68	19	13	11.4
Women	72	17	11	8.0

* This information does not include Vocational Arts and Vocational Nursing students

Table B10 DISTRIBUTION OF MEN AND WOMEN BY CURRICULAR GROUP*

	Total	Arts & Sciences		Biomedical		Technology		Vocational Arts**		Pending	
	N	N	%	N	%	N	%	N	%	N	%
Men	2,231	558	46	63	14	679	55	429	85	502	36
Women	2,547	645	54	389	86	549	45	78	15	886	64
TOTAL	4,778	1,203	25	452	10	1,228	26	507	11	1,388	28

* Information taken from Table 2, Enrollment and Graduade Data

** Includes Vocational Nursing Program

TABLE B11

ETHNIC DISTRIBUTION OF PART-TIME/FULL-TIME STUDENTS

	Part-Time		Full-Time	
Ethnic Group	N	%	N	%
American-Indian	19	59	13	41
Black	102	57	77	43
Oriental	22	76	7	24
Mexican-American	149	65	81	35
White	2,338	60	1,544	40
Total	2,630	60	1,722	40

TABLE B12

ETHNIC DISTRIBUTION OF DAY/EVENING STUDENTS

	Day		Evening		Day & Evening	
Ethnic Group	N	%	N	%	N	%
American-Indian	18	56	10	31	4	13
Black	99	55	57	32	23	13
Oriental	17	59	10	34	2	7
Mexican-American	99	43	107	47	24	10
White	1,905	49	1,437	37	540	14
Total	2,138	49	1,621	37	593	14

TABLE B13

ETHNIC DISTRIBUTION OF STUDENTS ACROSS CURRICULAR GROUPS*

	Black		Mexican-American		White & Other		Total	
	N	%	N	%	N	%	N	%
Arts & Sciences	46	25	51	20	1,106	26	1,203	25
Biomedical	21	11	22	9	409	9	452	9
Technology	55	30	63	24	1,110	26	1,228	26
Vocational Arts**	21	11	46	18	440	10	507	11
Pending	42	23	78	29	1,268	29	1,388	29
Total	185	100	260	100	4,333	100	4,778	100

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*Information taken from Table 2, Enrollment & Graduate Data

**Includes Vocational Nursing Program

TABLE B14

MARITAL STATUS OF MEN AND WOMEN

	Single		Married		Divorced		Widowed		Total	
	N	%	N	%	N	%	N	%	N	%
Men	617	47	663	50	37	3	2	0	1,319	100
Women	682	42	716	44	189	12	24	2	1,611	100
Total	1,299	44	1,379	47	226	8	26	1	2,930	100

TABLE B15

MARITAL STATUS BY ETHNIC GROUP & SEX

Ethnic Group	Single		Married		Divorced		Widowed		Total	
	N	%	N	%	N	%	N	%	N	%
American Indian	10	52	6	32	3	16	0	0	19	100
Men	7	59	4	33	1	8	0	0	12	100
Women	3	42	2	29	2	29	0	0	7	100
Black	49	55	34	38	6	7	0	0	89	100
Men	17	50	16	47	1	3	0	0	34	100
Women	32	58	18	33	5	9	0	0	55	100
Mexican-American	61	44	67	47	12	9	0	0	140	100
Men	29	44	36	55	1	1	0	0	66	100
Women	32	43	31	42	11	15	0	0	74	100
Oriental	2	11	17	89	0	0	0	0	19	100
Men	2	18	9	82	0	0	0	0	11	100
Women	0	0	8	100	0	0	0	0	8	100
White	1,144	44	1,201	47	204	8	26	1	2,575	100
Men	539	48	560	49	34	3	2	0	1,135	100
Women	605	42	641	44	170	12	24	2	1,140	100

TABLE B16

MARITAL STATUS OF PART-TIME/FULL-TIME STUDENTS

	Part-Time		Full-Time	
	N	%	N	%
Single	451	26	849	73
Married	1,119	64	260	22
Divorced	164	9	62	5
Widowed	22	1	5	0
Total	1,756	100	1,176	100

TABLE B17

MARITAL STATUS OF DAY/EVENING STUDENTS

	Day		Evening		Day & Evening	
	N	%	N	%	N	%
Single	878	61	222	21	200	49
Married	467	32	731	67	181	44
Divorced	82	6	114	11	30	7
Widowed	12	1	14	1	1	0
Total	1,439	100	1,081	100	412	100

TABLE B18

RESIDENCE OF STUDENTS AND MEDIAN AGE BY RESIDENCE*

	Students		Median
Residence	N	%	Age
Potter County	2,136	48.3	23.9
Randall County	1,719	38.9	23.6
Other Panhandle Counties	387	8.8	23.1
Other Texas Counties	58	1.3	20.7
Other States	62	1.4	19.5
Other Countries	56	1.3	24.3
Total	4,418	100.0	

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*This information does not include Vocational Nursing students.

TABLE B19

RESIDENCE OF PART-TIME/FULL-TIME AND DAY/EVENING STUDENTS

Residence	Part-Time %	Full-Time %	Day %	Evening %	Day & Evening %
Potter	62	38	47	40	13
Randall	63	37	47	39	14
Texas Panhandle	53	47	55	28	17
Other Texas Counties	33	67	65	16	19
Other States	25	75	78	6	16
Other Countries	25	75	79	5	16

TABLE B20

RESIDENCE OF STUDENTS BY CURRICULAR GROUPS

Residence	Arts & Sciences N	Arts & Sciences %	Biomedical N	Biomedical %	Technology N	Technology %	Vocational Arts N	Vocational Arts %	Pending N	Pending %	Total N	Total %
Potter	568	26	187	9	537	25	284	13	586	27	2,162	100
Randall	490	28	158	9	406	24	131	8	542	31	1,727	100
Texas Panhandle	64	17	65	17	140	36	31	8	87	22	387	100
Other Texas Counties	17	30	20	35	11	19	1	2	8	14	57	100
Other States	18	29	26	42	11	17	4	6	4	6	63	100
Other Countries	18	32	1	2	16	28	1	2	21	36	57	100

A SOCIOECONOMIC DESCRIPTION OF AC STUDENTS

Students come to Amarillo College from all walks of life. The purpose of this report is to increase our understanding of their socioeconomic backgrounds. Such knowledge should help us to evaluate current educational programs and services, and make them more appropriate for the students we serve.

To describe the socioeconomic status of Amarillo College students, the following information was collected:

a. educational level of students' parents;

b. employment status of AC students;

c. type of occupation of students' parents, or of independent students and their spouses; and

d. level of income of students' parents, or of independent students and their spouses.

To enhance the readability of this report several brief tables and figures are contained within the narrative. Additional detailed tables, referred to as Tables C1 through C14, are included following the narrative for the reader who has greater than usual interest.

Parents' Education

Nationally, the range of educational attainment of men is much broader than that of women. Men, compared to women, are over-represented at the lower end of the educational attainment scale and at the upper end of it. The same is true for the parents of Amarillo College students. Seventy percent of these parents have completed a high school education or better, and 35 percent of mothers and 40 percent of fathers have attended college or earned a college degree (Table C1).

The level of parents' education varies strongly with their children's major. A greater percentage of parents of Arts and Sciences students have had some college experience, and a smaller percentage of parents of Vocational Arts students have had college experience (Table following and Table C2).

Student Major	Elementary To High School Father	Elementary To High School Mother	At Least Some College Father	At Least Some College Mother
Arts and Sciences	53%	59%	47%	41%
Pending	61	63	39	37
Biomedical	59	65	41	35
Technology	65	70	35	30
Vocational	76	79	24	21

Parents' education level also varies with the number of hours a student is enrolled and the time of the day a student attends class. A greater percentage of parents of day only and full-time students attended college than parents of evening only and part-time students (Table following and Table C3).

Student Enrollment	Elementary To High School Father	Elementary To High School Mother	At Least Some College Father	At Least Some College Mother
Part-time	68%	70%	32%	30%
Full-time	49	57	51	43
Day	54	61	46	39
Evening	71	72	29	28

There are large differences in the educational level of parents of Amarillo students by ethnic group (Figure C1 and C2). White parents more often have higher education levels than Black and Mexican-American parents. Mexican-American parents more often have low educational levels; two-thirds have completed just the eighth grade or less, and only one-quarter have completed some high school education or hold a high school diploma (Table C1).

A number of national studies consistently have shown an overwhelming influence of parents on children's educational aspirations and attainment. The home atmosphere of well-educated parents typically encourages children to value educational attainment while it provides them with the tools for educational success [see Coleman, James. Equality of Educational Opportunity (Summary Report). Health, Education and Welfare, 1966]. Such students usually receive financial support for their educational pursuits as well. The home environment provides the educational skills necessary for success in college-wide work. Frequently these students have a pattern of educational success; they typically would have more confidence in college work than would students whose past educational pursuits were marginal.

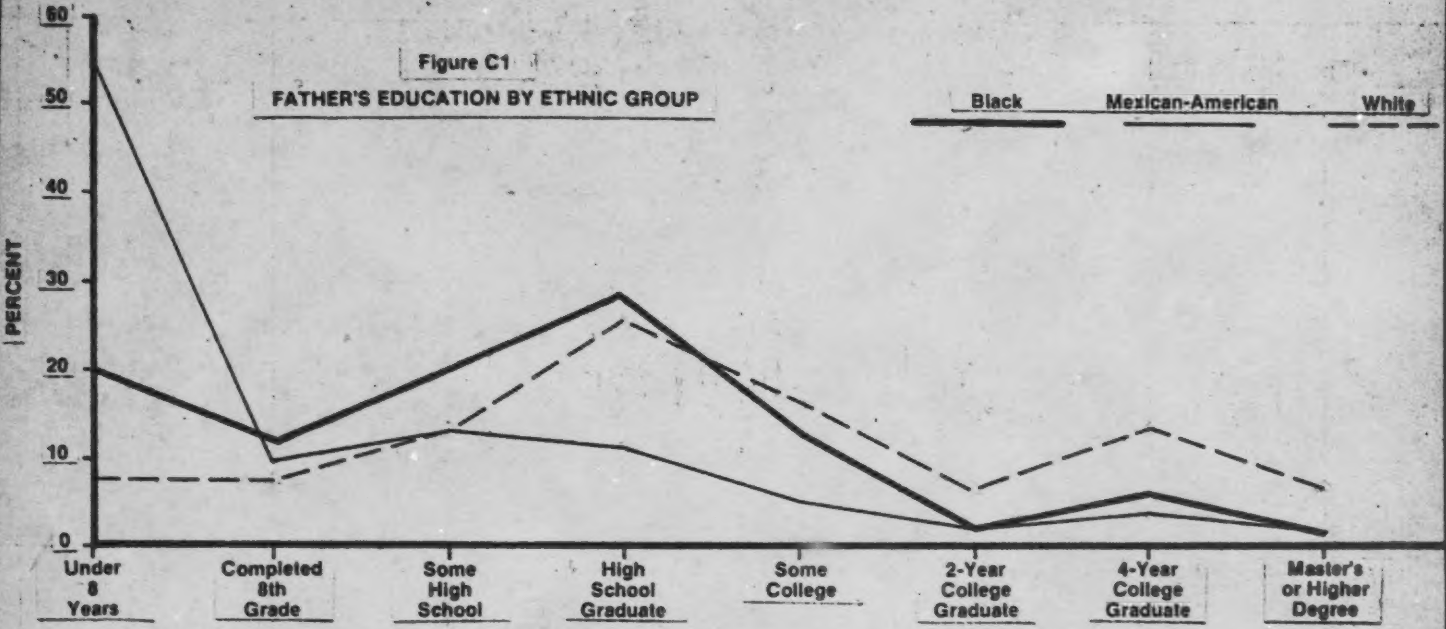


Figure C1

FATHER'S EDUCATION BY ETHNIC GROUP

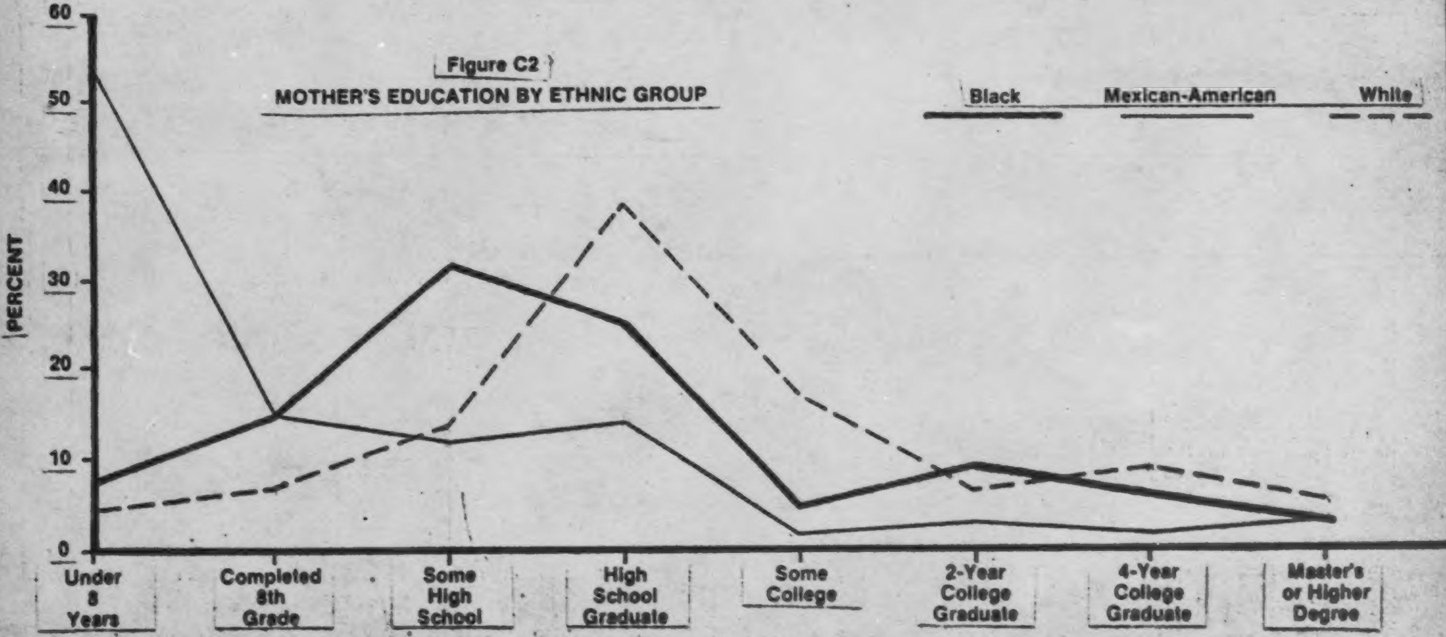


Figure C2

MOTHER'S EDUCATION BY ETHNIC GROUP

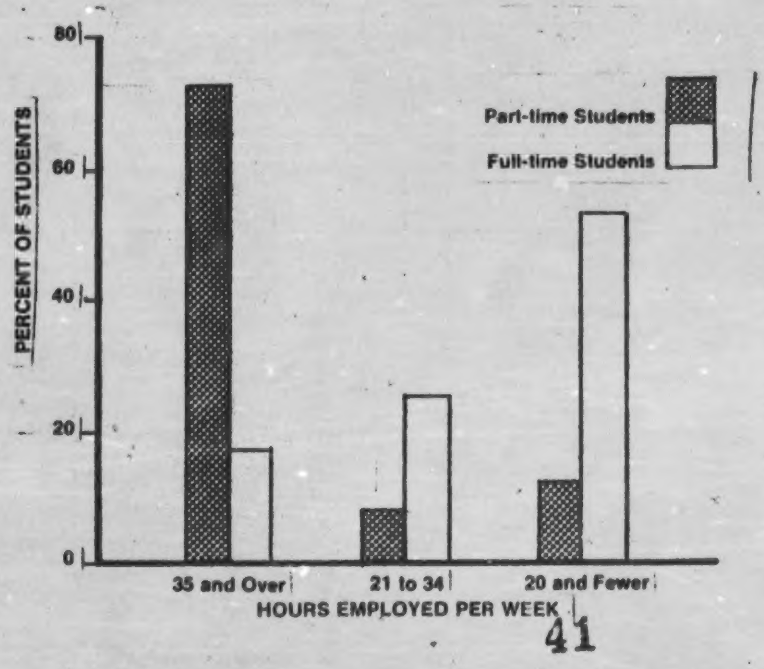
Students whose parents are not well educated frequently suffer a number of handicaps. Often they must work full-time, and educational concerns must be subordinated to physical needs. Frequently their educational skills are not sufficient to provide success in college level work. While excellent opportunities for skill development exist at Amarillo College, lack of success in college work is frequently very discouraging for them. Such students often withdraw, assuming they do not have the ability (as opposed to the skills) necessary for college level work.

Employment Status

The majority of AC students are employed at least part-time while attending college. Half of them work 35 or more hours per week (considered as full-time), and nearly two-thirds are employed 21 or more hours per week (Table C4). Employment status will be examined further in terms of the student's sex, enrollment pattern, age, ethnic group, day or night attendance, and educational program area.

Variation in employment pattern exists across credit program areas. Bio-Medical students are rarely employed full-time; however, over 60 percent of the Vocational Arts and Technology students are so employed (Table C5).

As expected, the extent of students' employment is strongly related to their full- or part-time enrollment status. Seventy-four percent of the AC part-time students are working full-time; only 17 percent of the full-time enrollees are. Fifty-three percent of the full-time students work 20 or less hours per week; only 11 percent of the part-time students do so (figure following and Table C6).



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Most evening students work full-time, but so do many day students. Nine of ten evening students, one-quarter of the day students, and four of ten of those attending both day and evening classes work full-time (Table C7).

A greater proportion of men than women are employed full-time. Blacks and Mexican-Americans more often than whites are seeking employment (Table C8).

In general, the proportion of full-time employed students varies dramatically with age. Less than 20 percent of the under 20 age group (also the most likely to be enrolled full-time) are employed full-time, but over half of all students of age 23 and above are employed full-time (Table C4).

Relationship of Jobs to Program Major

Students who were employed were asked about the relationship of their employment to their coursework at AC. The categories used were directly related, somewhat related, and not related. Approximately one-quarter of the AC students report a direct relationship, and another quarter report some relationship between work and school. However, these figures vary by curricular group, enrollment pattern, and age.

Biomedical students most often report a direct relationship between their coursework and employment, while Arts and Sciences students do so least often (Table following and Table C9).

	Direct Relationship
Biomedical	49%
Technology	36
Vocational Arts	26
Pending	20
Arts and Sciences	18

Part-time students report a direct relationship between coursework and their jobs more often than do full-time students. Evening students also report a direct relationship more often than do day students (Table C10).

Students under age 20 report a direct relationship between job and school less often than does any other age group; our students age 50 and older do so most often (Table C11).

Occupational Status

Students under age 25 were asked to report the occupations of their parents, and those 25 or older were asked to report their own and spouse's occupations. Occupations of parents, students and spouses were categorized as white-collar[1] or blue-collar[2] jobs. Overall, the majority of parents, students and spouses have white-collar occupations. The employment of the fathers of younger students is almost evenly divided between white-collar and blue-collar occupations. Sixty-eight percent of the mothers of younger students are employed, and most of them hold white-collar jobs. Mothers tend to be employed in clerical/sales, managerial/office or professional positions, whereas there are nearly as many fathers in professional occupations as there are in skilled worker/foreman or proprietor positions (Table C12).

The occupational profile of those working differs by ethnic group, as can be seen in the tabulation which follows. A large majority of White mothers and slightly over half of White fathers are in white-collar occupations, whereas the large majority of both parents of Black and Mexican-American students work in blue-collar occupations. Also, a larger percentage of Black and Mexican-American parents have blue-collar occupations than do their children.

Blue-Collar Occupations	Black	Mexican American	White	Total
Mother	69	64	21	25
Father	79	81	45	48
Student	44	50	35	37
Spouse	48	62	35	37

Income

Students financially dependent upon their parents (usually younger students) were asked to report their families' annual income, and students financially independent reported their own and spouse's annual income. Nearly three-fourths of the students are financially independent of their parents. The income distribution for families of dependent students and for independent students is shown in the figure on the next page.

The average (median) annual income of families of dependent students is about $21,000, a figure considerably higher than the median family income of $17,257 reported for the Amarillo Standard Metropolitan Area. However, the family income of independent students is much lower, at about $14,000.

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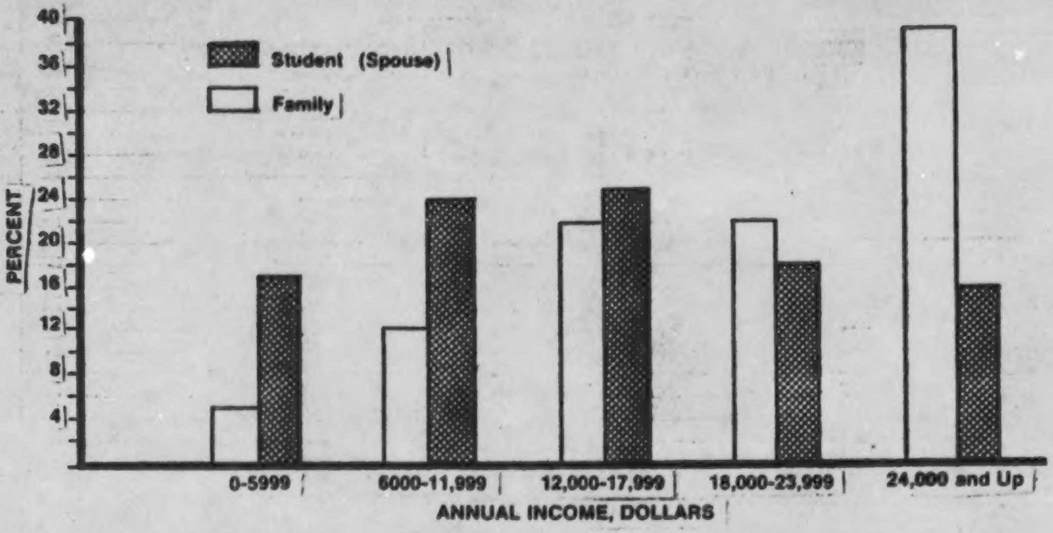
[1] White-collar - Clerical or sales, managerial or office, professional and half of those appearing in proprietor or owner and semi-professional and technical categories.

[2] Blue-collar - Skilled, semi-skilled, unskilled, service worker and half of those appearing in proprietor or owner and semi-professional and technical categories.



Some income differences exist according to the student's curricular group. The tabulation which follows lists the curricular groups in descending order by average income of students' families. Pending major's parents are the most affluent. The median income for parents of students with other majors falls in an order that would be expected based upon national studies which have demonstrated a strong relationship between level of parental affluence and educational aspiration for their children. The family income for Arts and Sciences majors is highest, that of Technology and Biomedical students is mid-range, and that of Vocational Arts students is lowest.

Curricular Groups	Median Income Family	Median Income Students and Spouse
Pending Majors	$23,341	$15,581
Arts & Sciences	$21,375	$14,297
Biomedical	$19,143	$ 9,750
Technology	$19,065	$14,550
Vocational Arts	$17,700	$13,043

Differences in this ranking appear, however, when students are supporting themselves. Pending majors are still the most affluent, but Technology and Arts and Sciences students have the next highest average income; Vocational Arts students are mid-range, while Biomedical students have by far the lowest average income. Remember, however, that Biomedical students are least likely of the curricular groups to be employed full-time, a condition which would reduce their income.

There are large differences in median income for part-time versus full-time students, and day versus evening students. Dependent students from higher income families are more apt to be enrolled full-time and in daytime classes, or a combination of day and evening classes, whereas financially independent students in the higher income brackets are enrolled part-time and at night (Table C13). This apparent contradiction may be explained by the fact that full-time independent students forego considerable income by virtue of being students.

Income differences exist for men and women of different ethnic backgrounds. This is true for both students themselves and parents of students. White parents are more affluent than others. Parents of men and women students have similar incomes within ethnic groups, except for parents of Black students, where the income of families of men is almost twice that of women. Fewer income differences exist among students themselves. Black women students do, however, have the lowest income (Table C14).

Summary

AC students are very diverse in terms of educational level, employment status, occupation and income. Furthermore, these characteristics are often related to student program major, age, sex, enrollment pattern and ethnic background. Other variations of student diversity have yet to be explored, such as reasons for enrollment at AC, students' experiences and degree of success at AC.

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TABLE C1

PARENT'S EDUCATIONAL LEVEL BY ETHNIC GROUP, SEX

Ethnic Group		Under 8 Years	Completed 8th. Grade	Total Elementary	Some High School	High School Graduate	Total High School	Some College	2 Year College Graduate	Total College 2 yrs. Degree or Less	4 Yr. College Graduate	Master's or Higher Degree	Total College Graduates	Total
White														
Father	%	9	9	18	13	27	40	16	6	22	13	7	20	100
	N	219	230	449	319	703	1022	400	150	450	323	182	505	2526
Mother	%	5	7	12	13	38	51	17	7	24	9	4	13	100
	N	126	189	315	327	977	1302	446	188	634	220	100	320	2571
Black														
Father	%	20	12	32	20	29	49	12	2	14	4	1	5	100
	N	17	10	27	17	25	42	10	2	12	3	1	4	85
Mother	%	8	15	24	32	25	56	4	9	13	5	2	7	100
	N	7	14	21	29	23	51	4	8	12	5	2	7	92
Mexican-American														
Father	%	55	10	65	13	11	24	5	2	7	3	1	4	100
	N	72	14	86	18	15	33	7	3	10	4	1	5	134
Mother	%	53	15	68	12	14	26	1	2	3	1	2	3	
	N	72	20	92	16	19	35	2	3	5	2	3	5	137
Total														
Father	%	12	9	21	13	26	39	15	6	21	12	7	19	100
	N	332	264	596	372	766	1138	428	162	590	338	197	535	2859
Mother	%	8	8	16	14	35	49	16	7	23	8	4	12	100
	N	233	235	468	392	1047	1439	461	205	666	232	108	340	2913

TABLE C2

PARENTS' EDUCATIONAL LEVEL BY CURRICULAR GROUP

Curricular Group	Under 8 Years	Completed 8th. Grade	Total Elementary	Some High School	High School Graduates	Total High School	Some College	2 Year College Graduate	Total College 2 yrs. Degree or Less	4 Yr. College Graduate	Master's or Higher Degree	Total College Graduates	Total
Arts & Sciences													
Father %	8	7	15	12	26	37	16	7	23	16	9	25	100
N	64	51	115	89	196	285	119	53	172	122	71	193	765
Mother %	5	7	12	14	33	47	18	8	26	11	4	15	100
N	39	57	96	107	252	359	139	58	197	87	34	121	773
Pending													
Father %	12	9	21	13	27	40	14	5	19	12	8	20	100
N	95	66	161	99	203	302	104	41	145	91	62	153	761
Mother %	8	8	16	11	36	47	16	9	25	7	5	12	100
N	59	66	125	90	287	377	123	70	193	54	38	92	787
Bio-Medical													
Father %	11	9	20	12	27	38	16	6	22	13	7	20	100
N	36	32	68	40	93	133	55	20	75	44	23	67	343
Mother %	8	7	15	11	39	50	16	6	22	9	4	13	100
N	28	23	51	39	134	173	57	22	79	32	13	45	348
Technonogy													
Father %	11	11	22	13	30	43	16	5	21	9	4	13	100
N	85	81	166	97	220	317	120	35	156	70	32	102	741
Mother %	9	8	17	15	38	53	15	6	21	6	3	9	100
N	67	63	130	112	285	397	114	46	160	48	19	67	754
Vocational Arts													
Father %	21	14	35	19	22	41	12	5	17	4	4	8	100
N	52	35	87	48	54	102	30	12	42	11	9	20	251
Mother %	16	10	26	18	36	53	11	4	15	4	2	6	100
N	40	26	66	45	90	135	28	9	37	11	4	15	253

TABLE C3

PARENTS' EDUCATIONAL LEVEL BY ATTENDANCE PATTERN

Attendance Pattern	Under 8 Years	Completed 8th. Grade	Total Elementary	Some High School	High School Graduate	Total High School	Some College	2 Year College Graduate	Total College 2 yrs. Degree or Less	4 Yr. College Graduate	Master's or Higher Degree	Total College Graduates	Total
Part-time													
Father %	15	11	26	15	27	42	13	5	18	9	5	14	100
N	257	195	452	249	465	714	223	79	302	156	78	234	1702
Mother %	10	10	20	14	36	50	15	5	20	6	3	9	100
N	176	176	352	247	636	883	256	93	349	110	50	160	1744
Full-time													
Father %	6	6	12	11	26	37	18	7	25	16	10	26	100
N	75	70	145	124	301	425	205	83	288	182	119	301	1159
Mother %	5	5	10	12	35	47	18	10	28	10	5	15	100
N	57	59	116	146	412	558	205	112	317	122	58	180	1171
Day Only													
Father %	10	6	16	12	26	38	17	6	23	14	9	23	100
N	133	88	221	168	361	529	234	89	323	192	131	323	1396
Mother %	7	7	14	12	35	47	17	9	26	10	4	15	100
N	93	95	188	172	501	673	239	122	361	135	62	197	1419
Evening Only													
Father %	16	13	29	15	27	41	13	5	18	8	4	12	100
N	169	139	308	163	282	445	132	49	181	83	37	120	1054
Mother %	10	11	21	16	35	51	15	4	19	6	3	9	100
N	111	120	231	170	382	552	159	46	205	64	27	71	1079
Day & Evening													
Father %	7	9	16	10	30	41	15	6	21	15	7	22	100
N	30	38	68	42	123	165	62	24	86	63	29	92	411
Mother %	7	5	12	12	40	52	15	9	24	8	5	13	100
N	29	20	49	51	165	216	63	37	100	33	19	52	417

TABLE C4

EMPLOYMENT STATUS OF AC STUDENTS BY AGE

Age		35 Or More Hours Per Week	21-34 Hours Per Week	11-20 Hours Per Week	1-20 Hours Per Week	Homemaker	Retired	Unemployed Seeking Employment	Unemployed Not Seeking Employment	TOTAL
17-19	%	20	31	20	6	0	0	11	12	100
	N	149	232	154	45	3	0	81	90	754
20-24	%	50	14	9	4	6	0	7	10	100
	N	399	109	75	33	49	1	54	77	797
25-29	%	68	6	6	3	8	0	3	6	100
	N	327	31	27	16	37	0	16	30	484
30-39	%	70	4	3	2	15	0	1	5	100
	N	366	24	16	13	84	2	17	27	549
40-49	%	71	5	5	2	12	2	2	1	100
	N	173	12	11	6	28	4	6	3	243
50-up	%	63	0	8	3	10	6	8	2	100
	N	66	0	8	3	10	6	8	2	103
All Students	%	51	14	10	4	7	0	6	8	100
	N	1480	408	291	116	211	13	182	229	2930

TABLE C5

EMPLOYMENT STATUS OF STUDENTS BY CURRICULAR GROUPS

Employment Status	Arts & Sciences N	Arts & Sciences %	Pending N	Pending %	Biomedical N	Biomedical %	Technology N	Technology %	Vocational Arts N	Vocational Arts %
Employed 35 hours or more per week	336	43	415	53	74	23	481	62	202	67
Employed 21-34 hours per week	136	19	110	14	51	16	83	11	20	7
Employed 11-20 hours per week	101	13	74	9	41	12	59	8	17	6
Employed 1-10 hours per week	36	5	25	3	32	10	20	3	3	1
Homemaker	53	7	75	9	40	12	36	5	8	3
Retired	3	0	3	0	0	0	4	0	3	1
Unemployed, seeking employment	42	5	52	6	18	6	44	6	29	10
Unemployed, not seeking employment	63	8	48	6	70	21	36	5	14	5
	770	100	802	100	326	100	763	100	296	100

TABLE C6

EMPLOYMENT STATUS OF PART-TIME/FULL-TIME STUDENTS

	Part-Time		Full-Time	
Employment Status	N	%	N	%
Employed 35 hours or more per week	1300	75	208	17
Employed 21-34 hours per week	109	6	301	25
Employed 11-20 hours per week	58	3	234	20
Employed 1-10 hours per week	32	2	84	7
Homemaker	149	8	63	5
Retired	6	0	7	1
Unemployed, seeking employment	60	3	125	10
Unemployed, not seeking employment	53	3	178	15
	1767	100	1200	100

TABLE C7

EMPLOYMENT STATUS OF DAY/EVENING STUDENTS

	Day		Evening		Day & Evening	
Employment Status	N	%	N	%	N	%
Employed 35 hours or more per week	368	26	971	89	169	41
Employed 21-34 hours per week	308	21	34	3	68	16
Employed 11-20 hours per week	219	15	17	2	56	13
Employed 1-10 hours per week	93	6	5	0	18	4
Homemaker	133	9	43	4	36	9
Retired	9	1	2	0	2	0
Unemployed, seeking employment	142	10	16	1	27	6
Unemployed, not seeking employment	176	12	9	1	46	11
	1448	100	1097	100	422	100

TABLE C8

EMPLOYMENT STATUS OF AC STUDENTS BY ETHNIC GROUPS, SEX

Ethnic Group		35 Or More Hours Per Week	21-34 Hours Per Week	11-20 Hours Per Week	1-20 Hours Per Week	Homemaker	Retired	Unemployed Seeking Employment	Unemployed Not Seeking Employment	TOTAL
White										
Male	%	60	16	8	4	1	1	5	5	100
	N	694	179	94	42	6	10	62	56	1143
Female	%	42	14	12	4	13	0	5	10	100
	N	617	197	169	65	190	1	71	147	1457
Black										
Male	%	55	9	9	0	0	3	15	9	100
	N	19	3	3	0	0	1	5	3	34
Female	%	42	17	10	2	2	0	20	7	100
	N	26	10	6	1	1	0	12	4	60
Mexican-American										
Male	%	62	10	6	3	0	1	15	3	100
	N	42	7	4	2	0	1	10	2	68
Female	%	45	11	13	3	8	0	13	7	100
	N	35	8	10	2	6	0	10	5	76
Total										
Male	%	61	14	8	4	1	1	6	5	100
	N	814	190	102	48	7	12	86	70	1329
Female	%	42	13	12	4	13	0	6	10	100
	N	692	220	190	68	205	1	99	161	1636

TABLE C9

RELATIONSHIP OF JOBS TO COURSES BY CURRICULAR GROUPS

Relationship	Arts & Sciences N	Arts & Sciences %	Biomedical N	Biomedical %	Technology N	Technology %	Vocational Arts N	Vocational Arts %	Pending N	Pending %
Directly Related	116	18	99	49	232	36	63	26	132	20
Somewhat Related	185	29	35	17	204	31	72	30	171	26
Unrelated	341	53	69	34	218	33	106	44	348	54
Total	642	100	203	100	654	100	241	100	651	100

TABLE C10

RELATIONSHIP OF JOBS TO COURSES BY PART-TIME/FULL-TIME AND DAY/EVENING STATUS

Relationship	Part-time N	Part-time %	Full-time N	Full-time %	Day N	Day %	Evening N	Evening %	Day & Evening N	Day & Evening %
Directly Related	489	32	160	19	204	20	350	34	95	29
Somewhat Related	464	30	206	24	252	24	330	32	88	27
Unrelated	587	38	497	57	580	56	364	34	140	44
Total	1540	100	863	100	1036	100	1044	100	323	100

TABLE C11

RELATIONSHIP OF JOBS TO COURSES BY AGE

Age		Directly Related	Somewhat Related	Not Related	Total
17-19	%	11	26	63	100
	N	63	151	375	589
20-24	%	27	28	45	100
	N	172	178	245	634
25-29	%	34	25	41	100
	N	139	103	172	414
30-39	%	35	32	33	100
	N	155	140	145	440
40-49	%	35	34	31	100
	N	74	71	65	210
50-Up	%	44	18	38	100
	N	36	15	31	82
Total	%	27	28	45	100
	N	639	658	1072	2369

TABLE C12

OCCUPATIONAL DISTRIBUTION OF STUDENTS, SPOUSES AND PARENTS

Occupation	Mother		Father		Student		Spouse	
	N	%	N	%	N	%	N	%
Clerical and Sales	351	23	95	6	262	20	168	16
Managerial or Office Occupations	166	11	197	13	155	11	131	12
Professional	172	11	290	19	211	16	181	18
Proprietor	82	5	263	17	46	3	62	6
Semi-Professional and Technical	100	7	88	6	190	14	85	8
Semi-Skilled Worker	45	3	108	7	80	6	64	6
Service Worker	43	3	52	3	54	4	41	4
Skilled Worker or Foreman	34	2	310	22	126	9	115	11
Unskilled Worker	44	3	56	4	60	4	34	3
Unemployed	462	30	18	1	157	12	164	15
Unknown	23	2	33	2	14	1	13	1
Total	1522	100	1510	100	1355	100	1058	100

TABLE C13

MEDIAN INCOME OF PART TIME/FULL TIME AND DAY/EVENING AC STUDENTS AND THEIR PARENTS

	Median Income	
	Family	Student (and Spouse)
Part-Time Enrollment		
1-6 Credit Hours	$18,500	$16,810
7-11 Credit Hours	$20,357	$14,712
Full-Time Enrollment		
12-14 Credit Hours	$21,692	$8,032
15-Up Credit Hours	$21,712	$5,775
Day	$21,181	$11,489
Evening	$18,375	$16,026
Day & Evening	$21,677	$12,176

TABLE C14

MEDIAN INCOME BY ETHNIC GROUP, SEX OF AC STUDENTS

	Median Income	
Ethnic Group and Sex	Family	Student (and Spouse)
Black		
Male	$16,000	$12,000
Female	$8,571	$9,000
Mexican-American		
Male	$13,714	$13,500
Female	$13,200	$12,000
White		
Male	$22,299	$14,389
Female	$21,786	$14,406
Total		
Male	$21,205	$14,125
Female	$20,867	$14,080

EDUCATIONAL BACKGROUND AND GOALS OF AC STUDENTS

As noted in previous reports of this series, Amarillo College students' backgrounds are quite diverse. This report will examine the educational backgrounds and goals of AC students, and thus contribute information useful in evaluating and designing effective programs and services for them.

Educational Background

The educational background of Amarillo College students reflects a broad range of characteristics and educational goals. In this section we examine educational level completed prior to attendance at AC, time lapse since high school attendance and several aspects of the students' prior college experience.

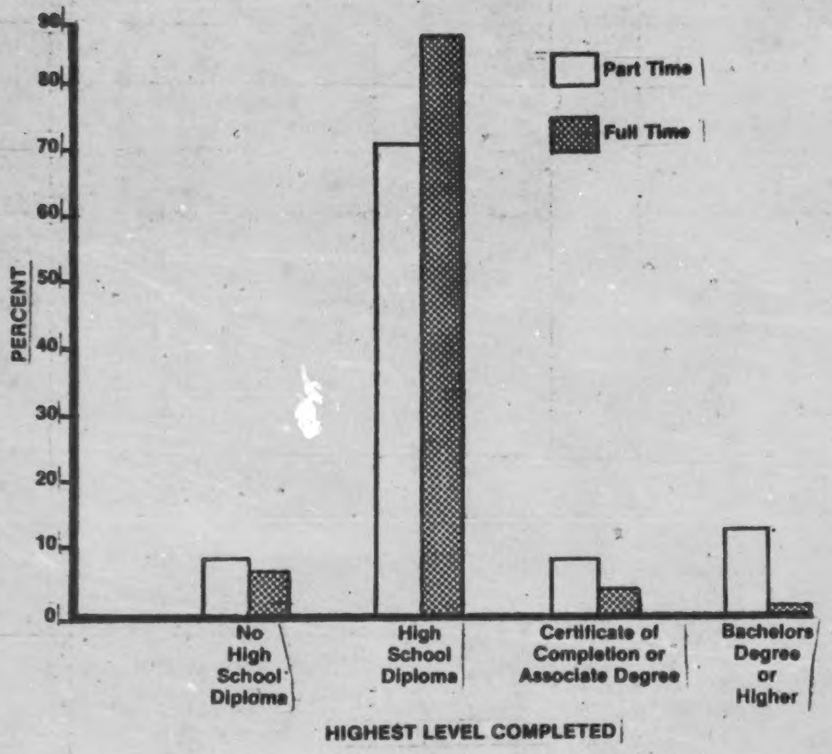
Educational Level

For most students, the highest educational achievement prior to AC attendance has been a high school diploma. However, on the lower side, 1 of 10 have not earned a diploma, and, on the higher side, 1 of 10 have earned a bachelors degree or higher (Table following and Table D1).

Educational Level	Percent
No diploma	9
HS diploma	76
Certificate of Completion	3
Associate Degree	3
Bachelors Degree	5
Masters Degree or Higher	4
Total	100

The educational level completed varies with students' college majors at AC. Arts and Sciences students are high school graduates more often (84%) than are other students, Pending students have earned a bachelors degree or higher more often (13%) than have students with other majors, and a greater proportion of Vocational Arts (25%) and Biomedical (13%) students hold no high school diploma (Table D1).

Part- and full-time students also differ in their level of educational preparation. While a greater percentage of full-time students hold high school diplomas, part-time students are far more likely to have earned certificates of completion or college degrees (Figure following and Table D1).



No major differences in educational preparation exist between men or women, or among students from various ethnic backgrounds (Table D2).

Students' age is strongly related to educational preparation. The older student group is more diverse than the younger; older students are more likely not to have earned a high school diploma and more likely to have earned a college degree (Table D2).

High School and College Backgrounds

As seen in the previous section, considerable variation exists in the educational degrees held by AC students. Additional variability beyond educational level can be noted in the high school and college backgrounds of AC students.

High school background. A previous report in this series explored the age differences among AC students ("A Demographic Description of AC Students, pp. 7-8). Similar differences are apparent in the time lapse between students' high school graduation and their enrollment at AC at the time of this survey. While fewer than two years had elapsed for one third of the students, more than five years had passed for half, and one third had been out of high school for 10 or more years. One might expect this lapse of time from high school graduation to AC attendance to affect their study skills, the information they had previously learned, and their self-confidence (see following tabulation).

Time Elapsed	Percent
Less than one year	18
1 year	15
2 to 5 years	18
6 to 9 years	16
10 or more years	33

College background. Six of 10 AC students attended college prior to the semester the survey was conducted. For these individuals, the location of their earlier college attendance, the number of credit hours they had earned, and the amount of elapsed time between their prior college experience and the semester the survey was conducted will be considered. Of those who had previously enrolled in college, 55 percent attended only AC, another 28 percent attended both AC and another college, and 17 percent attended only another college. One quarter earned from 1 to 15 semester hours, another quarter earned from 16 to 30 hours and half earned more than 30 hours. Most (70%) attended college the spring or summer prior to the survey. The rest had been out of college for one or more years, and a few (4%) had been out for ten or more years.

Educational Goals

This section examines three aspects of students' goals: the degree level students seek, the reason they attend AC, and their rationale for choosing a major.

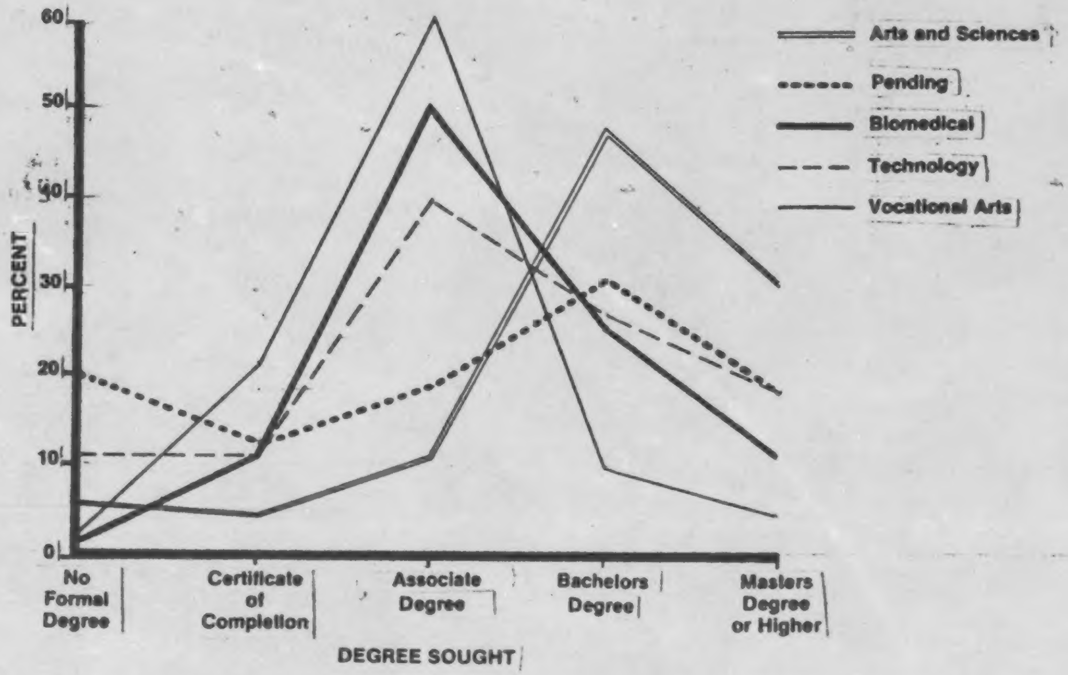
Degree Sought

Students were asked the ultimate degree goal they held at the time of the survey. Their aspirations are varied, but quite high, overall. While 1 of 10 students are not interested in completing any type of program, 3 of 10 aspire to earn an associate degree, and another 5 of 10 aspire to complete a bachelors or higher degree (Table following and Table D3).

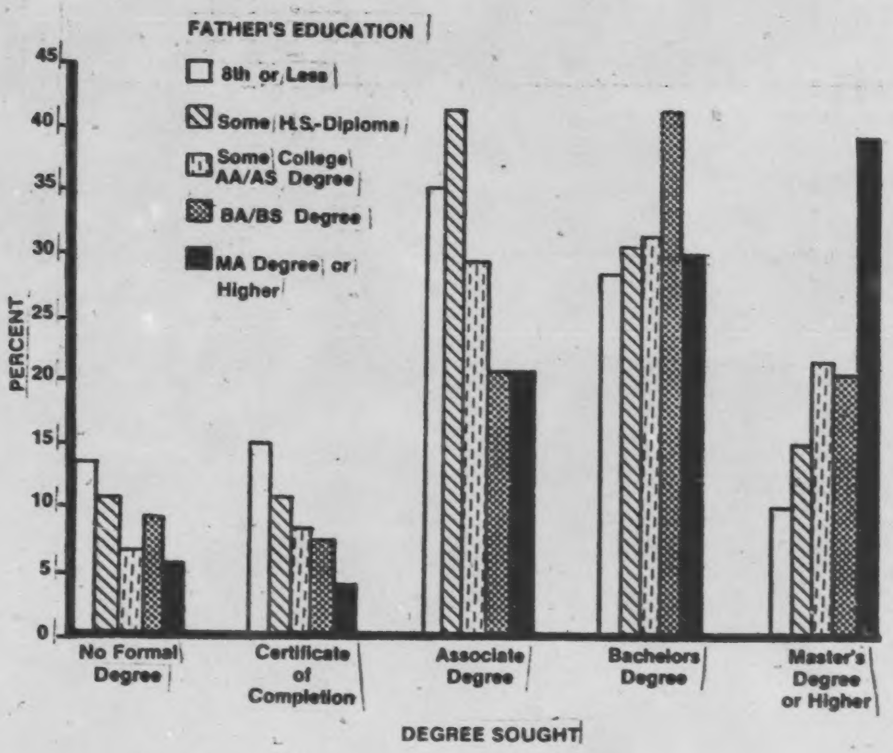
Degree Sought	Percent
No specific degree	10
Certificate of Completion	11
Associate Degree	30
Bachelors Degree	32
Masters Degree or Higher	17
Total	100

The level of degrees sought is strongly associated with students' college majors (Table D3). Some highlights and a more complete profile of degrees sought are noted below:

- Eighty percent of the Arts and Sciences students aspire to a bachelors degree or higher.
- Eighty percent of the Vocational Arts students aspire to a certificate of completion or an associate degree.
- Half the Biomedical and 40 percent of the Technology students seek an associate degree.
- Twenty percent of the Pending students, more than any other group, express a preference for no degree.



Parental educational level is also strongly associated with the degree students seek, just as it is related to the majors of AC students (See "A Socioeconomic Description of AC Students", pp. 15-18). In general, the higher the educational achievement of the parent, the more advanced is the degree sought by the student (Figure following and Table D3). Such results are consistent with a 1968 unpublished review of the literature, "The Family as a Determinant of Youth's Aspirations", by Fred Snyder.



Strong differences in aspirations exist between part- and full-time students. In general, part-time students have more modest goals (Table D4).

Many differences in degree sought exist among men and women and ethnic groups. Men express slightly higher aspirations than do women, and the aspirations of Whites are somewhat more diverse than those of Blacks and Mexican-Americans (Table D4).

The age of students is strongly associated with their educational goals: greater proportions of younger than older students seek advanced degrees (Table D5).

Reason for Attending College

A second measure of students' goals is their primary reason for attending college. Students were asked to choose one reason from a prepared set. The reasons are listed in rank order of their selection (Table following and Table D6).

Reason	Percent
Develop skills for new job	28
Prepare for transfer to a four-year college	19
Improve skills for current job	15
Career exploration	13
General knowledge and personal satisfaction	11
Self-improvement	9
Use of Veterans, Social Security benefits	3
Satisfy parents	1
Use leisure time	1
Meet and be with people	less than 1
Total	100

Just over half of the AC students appear highly motivated by the vocational potential of a college education. An additional one-fifth express a clear choice to attend a four-year college. Most of the remaining students expressed personal fulfillment, rather than utilitarian values, for their attendance.

An apparent discrepancy exists in students' responses to this question and the one previously examined on degree goals. Forty-nine percent of the students say they are seeking a bachelors degree or higher, but only 19 percent say they are attending AC to prepare for transfer to a four year institution. A possible explanation is that students were allowed to express only one reason for attending college, and it is likely that many students who enroll to develop new job skills or explore potential careers expect to attend a four year college as well.

Students within each curricular group express a variety of reasons for attending college. Pending students are by far the most diverse. However, differences between curricular groups appear as well. Developing new job skills was the reason chosen more often than any other by Biological (49%), Technology (37%), and Vocational Arts (42%) students. Arts and Sciences students attend AC to earn transfer credits more often (43%) than any other reason. The following listing illustrates the diverse patterns of each curricular group (Table D6).

Curricular Group	Reasons
Arts and Sciences	Prepare for transfer to a four-year college (43%)
	Develop skills for new job (17%)
Pending	General knowledge and personal satisfaction (20%)
	Prepare for transfer to a four-year college (18%)
	Develop skills for new job (17%)
	Career exploration (16%)
Biomedical	Develop skills for new job (49%)
	Career exploration (16%)
	Improve skills for current job (15%)
Technology	Develop skills for new job (37%)
	Improve skills for current job (23%)
Vocational	Develop skills for new job (42%)
	Improve skills for current job (17%)

It is of interest to note also that 11 percent of the Vocational Arts students say use of Veterans Administration or Social Security benefits is their chief reason for attending college. Veterans benefits are probably most associated with improving job skills.

Clear differences exist between part- and full-time enrollees (Table D7). A plurality of both part- and full-time students enroll to develop skills for a new job (27% and 31%, respectively). Part-time students also emphasize the importance of improving skills for current jobs (22%) and the desire for general knowledge and personal satisfaction (15%). Full-time students, on the other hand, emphasize preparation for transfer (30%) and career exploration (17).

Few differences in reasons for attending college exist between men and women. However, slightly more men than women enter to earn transfer credits to a four-year institution, and slightly more women seek career exploration. Men more often than women note use of Veterans Administration and Social Security benefits as the major reason for attending college (Table D7).

Students' ethnic backgrounds are associated with reasons for going to college. Blacks more often than others seek career exploration, Whites more often expect to transfer to four-year institutions, and Mexican-American men enroll more often than others to use Veterans Administration or Social Security benefits (Table D7).

Age influences the reasons a student enters college. In general, younger students enroll more often to prepare for transfer to a four-year institution and to explore future careers. Older students are more motivated to enroll to improve their current job skills, and for general knowledge and personal satisfaction (Table D8).

As seen, AC students express a variety of reasons for attending college. While their reasons for going to college are diverse, a majority of AC students (81%) say they have a good or an excellent chance of meeting their educational goals, and this optimism exists for all groups. Minority women, however, are somewhat less optimistic than other students.

Reason for Choosing Major

The reason students choose a particular major is a third aspect of educational goals. The six alternatives presented to the students are arranged below in rank order of their selection (Table D9).

Reason	Percent
Special interest	54
Job opportunities	19
Prior experience	17
Salary	6
Friends/relatives in field	2
Reputation of program	2
Total	100

Few differences in students' responses were found among curricular groups, full-time and part-time students, men and women, and ethnic groups (Table D9, 10). Slight differences are associated with age: for older students prior experience is somewhat more important than for younger students, and for younger students salary is (Table D10).

Summary

The findings of this report show that, first, most students hold a high school diploma as their highest educational level achieved, but sizeable minorities have considerably less or considerably more prior education. Second, over half have been out of high school for more than five years. Third, the degree sought varies with students' curricular group, age, and level of parental education. Fourth, AC students express a variety of reasons for attending college, and these reasons are related to the curricular group, part- or full-time status, and the age of the students. Fifth, nearly all are confident of success in college. Sixth, over half of AC students chose their major because of special interest in a vocation rather than economic considerations or reputation of that field. Overall, AC students have a strong vocational and practical orientation.

SIA/bb
6-25-80

Separate

TABLE D1

EDUCATIONAL LEVEL COMPLETED BY CURRICULAR GROUP AND ENROLLMENT PATTERN

Curricular Group		No Diploma	High School Diploma	Cert. of Compl.	Associate Degree	Bachelors Degree	Masters or Higher	Total
Arts & Sciences	%	5	84	2	2	4	3	100
	N	57	984	26	23	49	37	1176
Pending	%	8	74	3	2	7	6	100
	N	102	910	42	31	93	71	1249
Bio-Medical	%	13	76	5	2	2	2	100
	N	68	388	23	8	12	12	511
Technology	%	7	79	4	3	4	3	100
	N	82	875	48	37	49	31	1122
Vocational Arts	%	25	62	4	4	2	3	100
	N	109	273	17	19	9	11	438
All Students	%	9	76	3	3	5	4	100
	N	418	3430	156	118	212	162	4496
Enrollment Pattern								
Part-time	%	8	71	4	4	8	5	100
	N	211	1904	110	102	201	141	2669
Full-time	%	6	88	3	1	1	1	100
	N	102	1526	46	16	11	21	1722
Day	%	7	83	3	2	2	3	100
	N	145	1780	70	40	49	63	2147
Evening	%	8	70	4	4	9	5	100
	N	129	1138	68	66	145	87	1633
Day & Evening	%	6	84	3	2	3	2	100
	N	39	512	18	12	18	12	611

TABLE D2

EDUCATIONAL LEVEL COMPLETED BY ETHNIC GROUP, SEX, & AGE

Ethnic Group		No Diploma	High School Diploma	Cert. of Compl.	Associate Degree	Bachelors Degree	Masters or Higher	Total
White Men	%	10	76	3	3	5	3	100
	N	177	1363	53	60	87	58	1798
White Women	%	8	77	4	2	5	4	100
	N	168	1620	77	43	101	75	2084
Black Men	%	12	74	4	6	1	3	100
	N	8	50	3	4	1	2	68
Black Women	%	11	76	5	2	3	3	100
	N	12	86	5	2	3	3	111
Mex.-Amer. Men	%	10	81	3	4	1	1	100
	N	12	96	3	5	1	1	118
Mex.-Amer. Women	%	11	73	5	1	1	9	100
	N	12	82	6	1	1	10	112
Total Men	%	10	76	3	3	5	3	100
	N	215	1597	67	70	98	70	2117
Total Women	%	9	76	4	2	5	4	100
	N	202	1832	89	48	114	91	2376
Age								
17-19	%	6	92	1	0	0	1	100
	N	71	1019	10	2	0	9	1111
20-24	%	7	83	4	2	2	2	100
	N	84	1071	53	26	22	22	1278
25-29	%	8	70	5	4	8	5	100
	N	60	544	35	29	65	37	770
30-39	%	10	64	4	5	9	8	100
	N	79	513	35	36	70	62	795
40-49	%	14	60	5	6	10	5	100
	N	48	200	17	21	32	18	336
50-Up	%	13	54	4	3	16	10	100
	N	18	76	6	4	23	14	141

TABLE D3

EDUCATIONAL GOALS OF STUDENTS BY CURRICULAR GROUP & PARENT'S EDUCATION

Curricular Group		No formal Degree	Cert. of Compl.	Associate Degree	Bachelors Degree	Masters or Higher	Total
Arts and Sciences	%	6	5	11	47	31	100
	N	44	36	85	362	233	760
Pending	%	20	12	19	31	18	100
	N	152	91	144	225	137	749
Biomedical	%	2	11	50	26	11	100
	N	8	37	171	89	38	343
Technology	%	11	11	40	27	11	100
	N	81	83	305	199	81	749
Vocational Arts	%	3	21	61	10	5	100
	N	7	56	160	27	12	262
All Students	%	10	11	30	32	17	100
	N	292	303	865	902	501	2863
Father's Education							
8th or Less	%	13	15	34	28	10	100
	N	75	85	204	160	56	580
Some HS Diploma Diploma	%	11	11	42	31	15	100
	N	121	123	354	333	159	1090
Some College AA/AS Degree	%	7	8	29	33	23	100
	N	39	48	163	190	128	568
BA/BS Degree	%	9	7	21	42	21	100
	N	27	22	66	136	65	316
MA Degree or Higher	%	6	4	21	30	39	100
	N	11	8	39	56	71	185
Mother's Education							
8th or Less	%	13	16	34	27	10	100
	N	59	72	157	122	44	454
Some HS Diploma	%	10	11	33	31	15	100
	N	140	152	452	432	203	1379
Some College AA/AS Degree	%	9	8	26	33	24	100
	N	58	49	163	211	150	631
BA/BS Degree	%	10	5	23	41	21	100
	N	20	12	51	91	46	221
MA Degree or Higher	%	5	5	21	30	39	100
	N	5	5	21	31	40	102

TABLE D4

EDUCATIONAL GOALS BY ENROLLMENT PATTERN, ETHNIC GROUP, & SEX

Enrollment Pattern		No formal Degree	Cert. of Compl.	Associate Degree	Bachelors Degree	Masters or Higher	Total
Part-time	%	16	13	30	28	13	100
	N	269	220	511	483	218	1701
Full-time	%	2	7	30	37	24	100
	N	23	83	354	419	283	1162
Day Only	%	6	10	28	35	21	100
	N	85	145	395	485	293	1403
Evening Only	%	18	12	33	27	10	100
	N	187	129	340	284	109	1049
Evening & Day	%	5	7	32	32	24	100
	N	20	29	130	133	99	411
Ethnic Group							
White Men	%	7	7	32	32	22	100
	N	75	82	357	356	240	1110
White Women	%	13	11	29	32	15	100
	N	188	160	398	441	209	1396
Black Men	%	5	16	39	32	8	100
	N	2	6	14	12	3	37
Black Women	%	3	12	39	21	25	100
	N	2	7	22	12	15	58
Mex.-Amer. Men	%	3	10	44	34	9	100
	N	2	7	29	23	6	67
Mex.-Amer. Women	%	9	30	27	31	3	100
	N	6	20	18	21	2	67
Total Men	%	7	8	32	32	21	100
	N	88	107	423	413	268	1299
Total Women	%	13	12	28	32	15	100
	N	204	195	442	488	233	1562

TABLE D5

EDUCATIONAL GOALS OF STUDENTS BY AGE

Age		No formal Degree	Cert. of Compl.	Associate Degree	Bachelors Degree	Masters or Higher	Total
17-19	%	3	9	26	36	26	100
	N	24	65	186	263	185	723
20-24	%	8	10	30	32	20	100
	N	58	76	231	251	154	770
25-29	%	11	11	31	32	15	100
	N	54	52	144	153	69	472
30-39	%	12	11	32	32	13	100
	N	61	56	176	167	67	527
40-49	%	23	11	38	21	7	100
	N	54	26	87	48	16	527
50-Up	%	38	18	21	15	8	100
	N	40	18	21	15	8	102

TABLE D6

REASONS FOR GOING TO COLLEGE BY CURRICULAR GROUPS

Curricular Groups		Develop Skills for New Job	Prepare for Transfer to a 4 yr. College	Improve Skills for Current Job	Career Exploration	General Knowledge and Personal Satisfaction	Self Improvement	Veterans Admin. or Social Security	OTHER	Total
Arts & Sciences	%	17	43	8	12	9	8	1	2	100
	N	129	320	64	91	68	64	8	12	756
Pending	%	17	18	13	16	20	12	2	2	100
	N	131	138	100	121	144	95	16	19	764
Biomedical	%	49	6	15	16	5	5	2	2	100
	N	169	19	51	54	18	18	6	8	343
Technology	%	37	8	23	12	7	8	4	1	100
	N	273	59	168	86	53	62	29	7	737
Vocational Arts	%	42	1	17	8	9	10	11	2	100
	N	105	2	45	20	23	26	29	5	255
All Students	%	28	19	15	13	11	9	3	2	100
	N	807	538	428	372	306	265	88	51	2855

TABLE D8

STUDENT REASONS FOR GOING TO COLLEGE BY AGE

Age		Develop Skills for New Job	Prepare for Trans. to a 4 yr. College	Improve Skills for Current Job	Career Exploration	General Knowl. Personal Satis.	Self Improvement	Veterans Admin. or Social Security	OTHER:	Total
17-19	%	27	35	4	18	6	6	1	3	100
	N	201	251	30	133	41	44	8	23	731
20-24	%	31	21	13	16	7	8	2	2	100
	N	236	159	102	121	56	64	13	16	767
25-29	%	26	12	21	10	11	13	6	1	100
	N	128	58	99	45	52	60	26	4	472
30-39	%	29	10	20	10	15	11	5	0	100
	N	153	52	106	52	77	60	26	2	528
40-49	%	24	5	28	6	22	10	4	1	100
	N	53	12	60	14	50	23	9	2	223
50-Up	%	18	6	29	6	27	11	1	2	100
	N	18	6	28	6	26	11	1	2	98

TABLE D9

STUDENT REASONS FOR SELECTING MAJORS BY CURRICULAR GROUP & ENROLLMENT PATTERN

Curricular Group		Special Interest	Job Opportunities	Prior Experience	Salary	Friends, Relatives in that work	Reputation of Program	Total
Arts & Sciences	%	62	17	13	5	2	1	100
	N	429	117	93	36	12	6	693
Pending	%	58	20	12	6	3	1	100
	N	261	88	55	28	12	5	449
Biomedical	%	51	15	24	6	2	2	100
	N	170	51	79	20	8	7	335
Technology	%	48	22	19	6	3	2	100
	N	326	150	132	44	20	15	687
Vocational Arts	%	45	20	20	11	1	3	100
	N	111	52	49	28	3	7	250
All Students	%	54	19	17	6	2	2	100
	N	1297	458	408	156	55	40	2414
Enrollment Pattern								
Part-time	%	50	20	20	6	2	2	100
	N	697	274	270	79	29	24	1373
Full-time	%	57	18	12	8	3	2	100
	N	600	184	128	78	26	16	1032
Day Only	%	59	17	13	7	2	2	100
	N	697	200	151	87	29	18	1182
Evening Only	%	48	22	21	5	2	2	100
	N	407	189	180	46	17	17	856
Day & Evening	%	53	19	18	7	2	1	100
	N	193	69	67	24	9	5	367

TABLE D10

STUDENT REASONS FOR SELECTING MAJORS BY ETHNIC GROUP, SEX & AGE

Ethnic Group		Special Interest	Job Opportunities	Prior Experience	Salary	Friends, Relatives in that work	Reputation of Program	Total
White Men	%	54	18	15	7	3	2	100
	N	539	177	149	64	26	17	972
White Women	%	57	17	17	6	2	1	100
	N	623	194	193	85	25	16	1116
Black Men	%	48	26	14	9	0	3	100
	N	17	9	5	3	0	1	35
Black Women	%	46	30	17	7	0	0	100
	N	25	16	9	4	0	0	54
Mex.-Amer. Men	%	40	20	23	14	0	3	100
	N	25	13	15	9	0	2	64
Mex.-Amer. Women	%	51	30	10	3	3	3	100
	N	31	18	6	2	2	2	61
Total Men	%	54	19	16	7	2	2	100
	N	605	222	184	85	28	21	1145
Total Women	%	54	19	17	6	2	2	100
	N	692	235	213	72	27	19	1258
Age								
17-19	%	61	17	8	10	3	1	100
	N	374	102	51	62	18	5	612
20-24	%	55	20	15	6	2	2	100
	N	362	129	96	39	16	14	656
25-29	%	46	21	21	7	3	2	100
	N	187	86	83	29	13	7	405
30-39	%	52	19	23	4	1	1	100
	N	221	84	98	18	6	6	433
40-49	%	48	19	27	3	1	2	100
	N	90	36	51	5	2	4	188
50-Up	%	63	18	17	1	0	1	100
	N	47	14	13	1	0	1	76

THE ATTRACTION OF AC

In order for potential students to decide intelligently which college to attend, they must have knowledge about the programs and services available at various colleges. Conversely, Amarillo College can provide better information to potential students if its personnel understand both why students attend and the sources of information about AC students use. Toward that end, this report will examine the reasons students select AC, their sources of information about the College, and their willingness to recommend AC to others.

Reasons Students Select AC

Students were asked to choose from a prepared list up to three reasons for attending AC. Low cost and programs offered are the most frequently chosen reasons, followed by geographic location and high quality instruction (Table following and Table E1).

Reason	Percent
Low cost	60
Programs offered	58
Geographic location	36
High quality instruction	34
Credits transfer well	22
Live with parents, relatives	20
Excellent vocational training	17
Local job opportunities	16
Friends at AC	10
Counseling services	4
Student activities	2

The reasons for selecting AC vary among curricular groups (Table E1). Biomedical and Technology students are unusual in that most of them (78% and 73%) attend AC for the programs offered. Most Vocational Arts students (65%) value AC's excellent vocational training. Seventy-two percent of the evening students (usually part-time students) and 53 percent of the day students choose programs offered as a reason; low cost is equally important to each group. More day (32%) than evening students (8%) find living with parents and relatives important (Table E2).

Few consistent differences exist among men, women, and ethnic groups. A higher proportion of Whites than of other ethnic groups mention the reason credits transferring well. A higher proportion of women than of men mention programs offered (Table E3).

More older than younger students value programs offered and vocational training, while a higher percentage of students under age 20 list low cost, living with parents, and credits transferring well (Table E4).

Most Important Source of Information

Students were asked to choose from a prepared list the one source of information most influential to their decision to enroll at AC. Three reasons have been chosen more frequently than others: friends and other students, parents and relatives, and AC publications (table following and Table E5).

Source	Percent
Friends, other students	28
Parents, relatives	22
AC publications	21
Employer	8
Newspaper/radio/TV	7
AC personnel	4
High school personnel	4
Texas rehab. or other agcy.	2
College day at high school	2
Women's programs	1
AC booths	1
Speakers from AC	less than 1

The most influential source of information varies somewhat among curricular groups, as noted below (Table E5).

- Vocational Arts and Pending students note friends and other students more often than do others;
- Arts and Sciences students note parents and relatives more often than others;
- Vocational Arts, Biomedical, and Technology students note AC publications more often than others;
- Technology students note employers more often than others do;
- Pending students note news media more than others.

Information sources differ for full- and part-time students (Table E6). Most part-time students are more influenced by AC publications, employers, and the news media, while parents are more influential to most full-time students.

Parents and relatives influence Black and Mexican-American women more than any other source. White men and women and Mexican-American men find friends and other students more influential. AC publications affect Black men more than any other source of information does (Table E7).

A most significant finding among age groups is the limited influence of parents and the very strong influence of friends and other students on 17 to 19 year olds. Employer influence is expectedly stronger among older students (Table E8).

College Attendance Without AC

One indicator of the importance of a local college is whether its students would attend college if the local school did not exist. Thirty-five percent of the students at AC indicated that they would not have attended another college under those conditions. For these people, AC is of pivotal importance in meeting their personal higher education goals (Table E9).

More Arts and Sciences (76%) and Biomedical (71%) students would have attended school elsewhere if AC did not exist than Pending (60%), Technology (60%), and Vocational Arts (59%) students (Table E9).

As might be expected, far more full- (83%) than part-time (53%) students would have pursued their education elsewhere if AC did not exist, and more men (70%) than women (62%) would have enrolled elsewhere. Black women appear most dependent on AC for college enrollment; Black men appear least dependent (Table E9).

Younger students are far less dependent on AC for college attendance than are older students. About three-quarters of those under age 30 thought they would have pursued their education elsewhere; less than half of those 30 or older thought they would (Table E9).

Recommending AC to Others

One measure of the perceived quality of an institution is its students' willingness to recommend it to others. Ninety-five percent of the students at AC are willing to do so, with little variation across groups (Table E10). This willingness to recommend AC to others is especially noteworthy when one considers the importance of friends, other students, parents, and relatives in influencing students to attend AC.

Summary

In summary, the findings of this report show that, first, students find AC's low cost instruction and desirable program offerings of outstanding importance. Second, they consider peers, parents, relatives, and AC publications as by far the most influential sources of information about the college. Third, many AC students say they would not pursue their education if the college did not exist, with older students being more dependent on AC. Fourth, nearly all students are willing to recommend AC to others.

SIA/cs
6-25-80

TABLE E1

REASONS STUDENTS SELECTED AC BY CURRICULAR GROUP

Reasons Selected	Arts & Sciences N	Arts & Sciences %	Pending N	Pending %	Bio-medical N	Bio-medical %	Technology N	Technology %	Vocational Arts N	Vocational Arts %	All Students N	All Students %
Low Cost	537	68	488	60	187	53	456	59	124	46	1792	60
Programs Offered	304	39	451	56	278	78	561	73	160	59	1754	58
Geographic Locations	279	35	321	40	117	33	312	40	65	24	1094	36
High Quality Instruction	322	41	271	33	122	34	230	30	89	33	1034	34
Credits Transfer Well	302	38	177	22	52	15	119	15	13	5	663	22
Live w/Parents, Relatives	225	29	180	22	66	19	123	16	20	7	614	20
Excellent Voc. Training	36	5	78	10	97	27	122	16	178	65	511	17
Local Job Opportunities	116	15	103	13	53	15	127	16	68	25	467	16
Friends Attend AC	72	9	104	13	35	10	78	10	19	7	308	10
Counseling Services	24	3	31	4	11	3	36	5	6	2	108	4
Student Activities	17	2	13	2	5	1	9	1	3	1	47	2
Total Responses*	2234	284	2217	274	1023	287	2173	281	745	274	8392	279
Total Respondents	788		810		356		773		272		2999	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE E2

REASONS STUDENTS SELECTED AC BY ATTENDANCE PATTERNS

	Part-Time		Full-Time		Day Only		Evening Only		Day & Evening	
Reasons	N	%	N	%	N	%	N	%	N	%
Low Cost	1038	61	751	65	878	63	627	60	290	71
Programs Offered	1179	69	570	49	742	53	758	72	259	63
Geographic Location	744	44	347	30	475	34	452	43	170	41
High Quality Instruction	585	34	445	38	550	39	343	33	145	35
Credits Transfer Well	335	20	328	28	367	26	186	18	110	27
Live w/Parents, Relatives	190	11	423	36	445	32	86	8	84	20
Excellent Voc. Training	318	19	192	17	253	18	231	22	28	7
Local Job Opportunities	283	17	184	16	210	15	194	18	63	15
Friends Attend AC	163	10	145	12	169	12	93	9	46	11
Counseling Services	59	3	49	4	56	4	34	3	18	4
Student Activities	14	1	33	3	38	3	2	0	7	2
Total Responses*	4908	289	3467	298	4183	298	3006	287	1220	297
Total Respondents	1701		1162		1403		1049		411	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE E4

REASONS STUDENTS SELECTED AC BY AGE

	17-19		20-24		25-29		30-39		40-49		50-Up	
Reasons Selected	N	%	N	%	N	%	N	%	N	%	N	%
Low Cost	488	68	473	61	304	64	329	62	138	60	47	46
Programs Offered	273	38	444	58	335	71	407	77	179	77	93	91
Geographic Location	160	22	310	40	222	47	244	46	110	48	42	41
High Quality Instruction	262	36	254	33	153	32	200	38	105	45	47	46
Credits Transfer Well	226	31	198	26	92	19	109	21	24	10	11	11
Live w/Parents, Relatives	395	55	169	22	22	5	18	3	4	2	3	3
Excellent Voc. Training	83	11	124	16	92	19	105	20	59	26	23	23
Local Job Opportunities	112	15	148	19	84	18	71	13	32	14	9	9
Friends Attend AC	143	20	79	10	34	7	31	6	9	4	9	9
Counseling Services	24	3	25	3	23	5	26	5	4	2	6	6
Student Activities	31	4	11	1	2	0	2	0	1	0	0	0
Total Responses*	2197	304	2235	290	1363	289	1542	293	665	288	290	284
Total Respondents	723		770		472		527		231		102	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE E3

REASONS STUDENTS SELECTED AC BY ETHNIC GROUP, SEX

	White				Black				Mexican-American				Total			
	Men		Women		Men		Women		Men		Women		Men		Women	
Reasons	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Low Cost	727	63	874	60	22	61	41	68	36	53	36	47	823	62	968	59
Programs Offered	616	54	901	61	28	78	38	63	40	59	53	70	732	55	1020	62
Geographic Location	424	37	575	39	9	25	8	13	17	25	20	26	476	36	618	38
High Quality Instruction	425	37	490	33	9	25	19	32	17	25	26	34	483	36	550	33
Credits Transfer Well	265	23	333	23	5	14	11	18	8	12	9	12	293	22	370	22
Live w/Parents, Relatives	257	22	292	20	5	14	14	23	13	19	14	18	282	21	331	20
Excellent Voc. Training	221	19	209	14	8	22	9	15	23	34	19	25	271	20	240	15
Local Job Opportunities	189	16	203	14	5	14	12	20	17	25	15	20	230	17	237	14
Friends Attend AC	91	8	169	12	5	14	10	17	5	7	9	12	115	9	192	12
Counseling Services	29	3	43	3	5	14	5	8	5	7	8	11	48	4	60	4
Student Activities	11	1	24	2	3	8	1	2	1	1	1	1	21	2	26	2
Total Responses*	3255	284	4113	281	104	289	168	280	182	268	210	276	3774	282	4612	280
Total Respondents	1148		1466		36		60		68		76		1337		1645	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE E5

MOST IMPORTANT SOURCE OF INFORMATION BY CURRICULAR GROUP

Source	Arts & Sciences		Pending		Bio-Medical		Technology		Vocational Arts		All Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Friends, other students	202	28	223	31	98	29	191	26	86	34	800	28
Parents, relatives	225	30	182	24	58	17	105	15	37	15	607	22
AC publications	124	17	126	17	84	25	171	24	64	26	569	21
Employer	43	6	62	8	25	7	92	13	7	3	229	8
Newspaper/radio/TV	37	5	72	10	9	3	48	7	20	8	186	7
AC personnel	29	4	24	3	25	7	28	4	6	2	112	4
High School Personnel	35	5	27	4	10	3	23	3	10	4	105	4
Texas Rehabilitation or other agency	10	1	9	1	9	3	19	3	13	5	60	2
College Day at HS	10	1	10	1	12	4	18	3	4	2	54	2
Women's program	5	1	9	1	3	1	7	1	1	0	25	1
AC booths	5	1	3	0	3	1	2	0	2	1	15	1
Speakers from AC	5	1	3	0	0	0	4	1	0	0	12	0
Total	730	100	750	100	336	100	708	100	250	100	2774	100

TABLE E6 -

MOST IMPORTANT SOURCE OF INFORMATION BY ATTENDANCE PATTERNS

Source	Part-Time		Full-Time		Day Only		Evening Only		Day & Evening	
	N	%	N	%	N	%	N	%	N	%
Friends, other students	475	29	322	29	373	27	318	32	112	28
Parents, relatives	236	14	371	34	388	28	124	12	95	24
AC publications	388	24	180	16	254	19	233	23	83	21
Employer	194	12	35	3	48	4	146	14	35	9
Newspaper/radio/TV	150	9	36	3	75	5	93	9	18	5
AC personnel	44	3	60	5	71	5	19	2	16	4
High School Personnel	62	4	50	4	63	5	32	3	17	4
Texas Rehabilitation or other agency	18	1	36	3	41	3	7	1	6	2
College Day at HS	32	2	28	2	34	2	20	2	6	2
Women's program	19	1	6	1	12	1	12	1	1	0
AC booths	10	1	5	0	6	0	6	1	3	1
Speakers from AC	8	0	5	0	8	1	4	0	1	0
Total	1636	100	1134	100	1373	100	1014	100	393	100

TABLE E7

MOST INFLUENTIAL SOURCE OF INFORMATION BY SEX, ETHNIC GROUP

	White				Black				Mexican-American				Total			
	Men		Women		Men		Women		Men		Women		Men		Women	
Source	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Friends, other students	328	31	379	28	6	17	9	17	17	30	15	23	382	31	416	28
Parents, relatives	217	20	317	23	5	14	14	26	9	15	17	27	248	20	359	23
AC publications	235	22	263	19	11	32	10	19	15	25	10	15	278	22	291	19
Employer	70	7	137	10	0	0	3	6	5	8	7	10	79	6	150	10
Newspaper/radio/TV	73	7	92	7	5	14	2	4	6	10	1	1	87	7	99	6
AC personnel	37	3	60	4	3	9	3	6	1	2	2	3	46	4	66	4
High School Personnel	41	4	51	4	2	6	3	6	0	0	6	9	45	4	60	4
Texas Rehabilitation or other agency	29	3	18	1	2	6	1	2	5	8	3	4	36	3	24	2
College Day at HS	18	2	26	2	0	0	5	10	1	2	3	4	20	2	34	2
Women's program	4	0	18	1	0	0	1	2	0	0	2	3	4	0	21	1
AC booths	5	0	8	1	0	0	1	2	0	0	1	1	5	0	10	1
Speakers from AC	6	1	4	0	1	2	0	0	0	0	0	0	8	1	4	0
Total	1063	100	1373	100	35	100	52	100	59	100	67	100	1238	100	1534	100

TABLE E8

MOST INFLUENTIAL SOURCE OF INFORMATION BY AGE

	17-19		20-24		25-29		30-39		40-49		50-Up	
Source	N	%	N	%	N	%	N	%	N	%	N	%
Friends, other students	192	45	186	25	146	33	168	32	74	34	20	22
Parents, relatives	49	11	194	26	44	10	44	9	8	4	2	2
AC publications	90	21	145	20	112	25	132	26	61	28	19	20
Employer	16	4	61	8	52	12	55	11	26	12	19	20
Newspaper/radio/TV	12	3	30	4	41	9	51	10	29	13	20	22
AC personnel	20	5	34	5	19	4	29	6	5	2	4	4
High School Personnel	9	2	37	5	6	1	6	1	2	1	1	1
Texas Rehabilitation or other agency	2	0	20	3	15	3	14	3	6	3	2	2
College Day at HS	33	8	16	2	3	1	2	0	0	0	0	0
Women's program	2	0	5	1	6	1	4	1	2	1	6	6
AC booths	1	0	3	0	5	1	3	1	3	1	0	0
Speakers from AC	3	1	5	1	1	0	1	0	1	1	1	1
Total	429	100	736	100	450	100	509	100	217	100	94	100

TABLE E9

PERCENT EXPECTING TO ATTEND COLLEGE IF AC DID NOT EXIST, BY:

Curricular Group	Percent Yes
Arts & Sciences	76
Pending	60
Biomedical	71
Technology	60
Vocational Arts	59
All Students	65

Enrollment Pattern	Percent Yes
Part-time	53
Full-time	83
Day Only	75
Evening Only	50
Day & Evening	72

Ethnic Group & Sex	Percent Yes
White	
Men	69
Women	63
Black	
Men	81
Women	53
Mex. Amer.	
Men	75
Women	68
Total	
Men	70
Women	62

Age	Percent Yes
17-19	87
20-24	74
25-29	57
30-39	48
40-49	41
50-Up	35

TABLE E10

STUDENTS' WILLINGNESS TO RECOMMEND AC TO OTHERS, BY:

Curricular Group	Percent Yes
Arts & Sciences	94
Pending	95
Biomedical	94
Technology	96
Vocational Arts	93
All Students	95

Enrollment Pattern	Percent Yes
Part-time	95
Full-time	94
Day Only	94
Evening Only	96
Day & Evening	94

Ethnic Group & Sex	Percent Yes
White	
Men	94
Women	95
Black	
Men	92
Women	91
Mex. Amer.	
Men	94
Women	100
Total	
Men	94
Women	96

Age	Percent Yes
17-19	93
20-24	92
25-29	98
30-39	97
40-49	97
50-Up	96

PARTICIPATION AT AC

Many studies have shown that impact of educational institutions on students is related to the students' sense of belonging and participation. Institutions that have been credited with having greatest impact are small liberal arts colleges enrolling several hundred resident students who live in a milieu of academic, social and related activities. Amarillo College, however, is a very different type of institution. It exists to provide low-cost local education to students. It offers no residential facilities, as students are expected to live at home (and thus keep the cost low). Also much of its student body is short-term and enrolled part-time, often for just one of two courses.

Still, most community college educators believe that a strong sense of belonging and identification with the college is a major factor in student learning and human development. For this reason, knowledge about student participation and feelings toward AC may help in assessing and improving the College's impact. This paper covers three related topics: students' feelings of being an active part of the College, the nature and extent of students' participation, and reasons for nonparticipation.

Feeling an Active Part

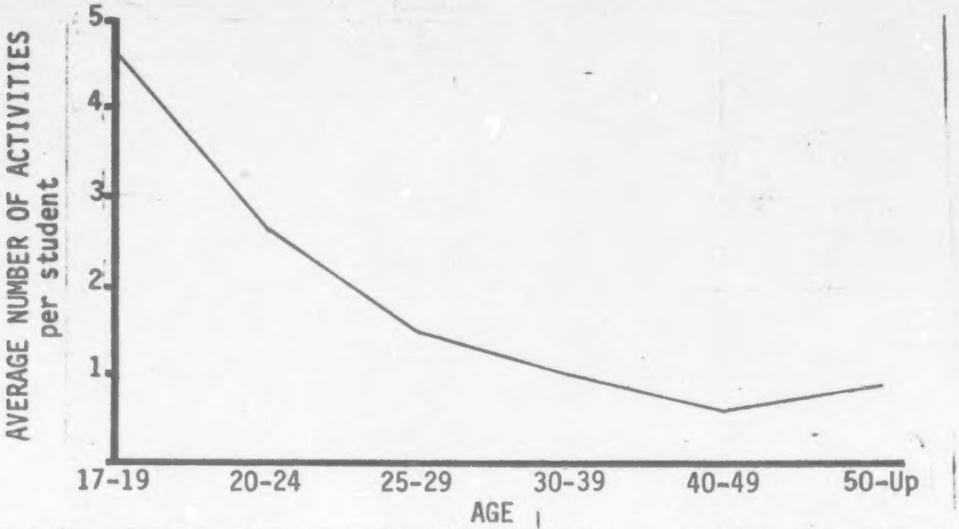
To determine their sense of belonging, students were asked the question, "Do you feel an active part of Amarillo College?" Half responded "somewhat," one-sixth responded "yes," and one-third responded "no" (Table F1).

To better understand the students' attitudes toward this and the report's other topics, responses were examined by curricular group, full- or part-time status, sex, ethnic group, and age.

The curricular group to which students belong seems to have minimal effect on their feelings of being an active part of AC (Table F1), but enrollment pattern has a greater impact. Full-time individuals are much more likely than part-time ones to respond "yes" to the question, and part-time students are much more likely than full-timers to respond "no". Even so, approximately half of each group responded "somewhat" (Table F2).

Differences between men and women and between ethnic groups are less apparent. However White and Mexican-American women are somewhat more likely than other students to say they do not feel an active part of AC (Table F3).

Age is strongly associated with the amount of participation, as seen in the following chart. Older students rank the categories "music and drama" and "guest speakers" higher than do younger students, while the categories "Badger Park" and "intramurals" are ranked higher by younger students (Table F8).



There is also a strong relationship between the extent of employment and participation in activities, as noted in the following tabulation. Those working 35 or more hours a week and homemakers participate far less often than do other students (Table F9).

Employment Status	Avg. Number of Activities
0 Hrs./wk.	3.3
1-10	3.8
11-20	4.0
21-34	3.7
35-Up	1.3
Homemaker	1.2

Reasons for not Participating

Students who do not participate in activities were asked to respond to one of four possible reasons for not doing so. Eighty-five percent of non-participants say that they had no time or that they were not interested. Perhaps the unfulfilled group is the remaining 15 percent, for whom inconvenient meeting times or lack of activities in their realm of interest are stated as reasons (Table following and Table F10).

Reason	Percent
No time for clubs or activities	67
Not interested in clubs or activities	18
Meeting times are inconvenient	8
No clubs or activities in my areas of interest	7

Most groups of students express similar reasons for not participating, except as noted below (Tables F10 - F12).

- Those employed full-time, those aged 25-29, and Vocational Arts Students are somewhat more likely than others to say they have no time for clubs or activities.
- Those who say they do not feel a part of AC and those age 40 and older are more likely to say they are not interested in clubs or activities.
- Mexican-Americans are more likely than others to say meeting times are inconvenient.
- Black women and full-time students are somewhat more likely than others to say no clubs or activities exist in their areas of interest.

Summary

Despite their overwhelming willingness to recommend AC to potential students, noted earlier ("The Attraction of AC"), most students have just mild feelings of being an active part of the College. Full-time and younger students expressed a greater sense of belonging than their part-time and older counter parts. The extent of participation in activities varies according to a number of student characteristics, with younger, full-time, and Arts and Sciences students being most active. Most students who do not participate say they have no time to do so.

SIA/cs
7-1-80

TABLE F1

DO YOU FEEL AN ACTIVE PART OF AC BY CURRICULAR GROUP

Curricular Group		Yes	Some-what	No	Total
Arts and Sciences	%	18	53	29	100
	N	139	404	227	770
Pending	%	17	47	36	100
	N	129	367	274	770
Biomedical	%	13	59	28	100
	N	47	208	98	353
Technology	%	15	51	34	100
	N	110	387	257	754
Vocational Arts	%	17	57	26	100
	N	46	148	69	263
All Students	%	16	52	32	100
	N	471	1514	925	2910

TABLE F2

DO YOU FEEL AN ACTIVE PART OF AC BY ENROLLMENT PATTERN

Enrollment Pattern		Yes	Some-what	No	Total
Part-time	%	12	48	40	100
	N	203	831	692	1726
Full-time	%	23	57	20	100
	N	268	683	233	1184
Day Only	%	20	56	24	100
	N	287	794	336	1417
Evening Only	%	11	46	43	100
	N	121	486	464	1071
Day and Evening	%	15	55	30	100
	N	63	234	125	422

TABLE F3

DO YOU FEEL AN ACTIVE PART OF AC BY ETHNIC GROUP AND SEX

Ethnic Group		Yes	Some-what	No	Total
White Men	%	18	53	29	100
	N	200	605	323	1128
White Women	%	15	50	35	100
	N	211	715	505	1431
Black Men	%	16	62	22	100
	N	6	23	8	37
Black Women	%	17	60	23	100
	N	9	31	12	52
Mex.-Amer. Men	%	16	62	22	100
	N	11	41	15	67
Mex.-Amer. Women	%	11	55	34	100
	N	8	41	25	74
Total Men	%	18	54	28	100
	N	237	708	366	1311
Total Women	%	15	50	35	100
	N	233	805	559	1597

TABLE F4

DO YOU FEEL AN ACTIVE PART OF AC BY AGE

Age		Yes	Some-what	No	Total
17-19	%	23	55	22	100
	N	172	410	162	744
20-24	%	13	52	35	100
	N	98	409	273	780
25-29	%	12	51	37	100
	N	60	243	179	482
30-39	%	14	52	34	100
	N	75	276	184	535
40-49	%	19	44	37	100
	N	45	101	87	233
50-Up	%	16	48	36	100
	N	16	47	36	99

TABLE F5

PARTICIPATION IN ACTIVITIES BY CURRICULAR GROUP

Activity	Arts and Sciences N	Arts and Sciences %	Pending N	Pending %	Biomedical N	Biomedical %	Technology N	Technology %	Vocational Arts N	Vocational Arts %	All Students N	All Students %
Free Movies	293	37	234	29	100	28	210	27	55	20	892	30
Special Events	241	31	198	24	111	31	187	24	51	19	788	26
Basketball Games	260	33	212	26	78	22	181	23	35	13	766	26
Open Period	247	31	173	21	69	19	130	17	21	8	640	21
Dances	192	24	146	18	62	17	128	17	41	15	569	19
Music and Drama	205	26	156	19	80	22	108	14	15	6	564	19
Guest Speakers	208	26	153	19	68	19	103	13	17	6	549	18
Badger Park	170	22	123	15	47	13	115	15	25	9	480	16
Intramural Sports	178	23	126	16	31	9	99	13	31	11	465	16
Student Clubs	164	21	92	11	72	20	86	11	6	15	429	14
Fraternity/Sorority	107	14	82	10	15	4	48	6	5	2	257	9
Student Senate	83	11	61	8	21	6	40	5	9	3	214	7
Student Paper	66	8	47	6	15	4	44	6	8	3	180	6
Total Responses*	2414	306	1803	223	769	216	1479	191	328	121	6793	227
Total Respondents	788		810		356		773		272		2999	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE F6

PARTICIPATION IN ACTIVITIES BY ENROLLMENT PATTERN

	Part-Time		Full-Time		Day Only		Evening Only		Day and Evening	
Activity	N	%	N	%	N	%	N	%	N	%
Free Movies	446	26	446	38	543	39	209	20	140	34
Special Events	319	19	469	40	528	38	137	13	123	30
Basketball Games	335	20	431	37	498	35	153	15	115	28
Open Period	243	14	397	34	453	32	72	7	115	28
Dancers	202	12	367	32	399	28	86	8	84	20
Music and Drama	290	17	274	24	355	25	113	11	96	23
Guest Speakers	307	18	242	21	332	24	123	12	94	23
Badger Park	177	10	303	26	343	24	65	6	72	18
Intramural Sports	146	9	319	27	329	23	62	6	74	18
Student Clubs	155	9	274	24	305	22	38	4	86	21
Fraternity/Sorority	80	5	177	15	181	13	27	3	49	12
Student Senate	63	4	151	13	149	11	20	2	45	11
Student Paper	81	5	99	9	118	8	32	3	30	7
Total Responses*	2844	167	3949	340	4533	323	1137	108	1123	273
Total Respondents	1701		1162		1403		1049		411	

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*Respondents could check more than one response; therefore totals may exceed 100%.

TABLE F7

PARTICIPATION IN ACTIVITIES BY ETHNIC GROUP AND SEX

	White				Black				Mexican-American				Total Group			
	Men		Women		Men		Women		Men		Women		Men		Women	
Activity	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Free Movies	384	33	401	27	11	31	17	28	24	35	25	33	439	33	451	27
Special Events	322	28	358	24	15	42	22	37	21	31	23	30	378	28	409	25
Basketball Games	328	29	342	23	19	53	24	40	23	34	13	17	383	29	383	23
Open Period	263	23	299	20	9	25	17	28	13	19	16	21	301	23	339	21
Dances	236	21	243	17	13	36	16	27	19	28	17	22	286	21	282	17
Music and Drama	173	15	320	22	6	17	13	22	11	16	16	21	208	16	355	22
Guest Speakers	201	18	298	20	5	14	10	17	7	10	13	17	223	17	326	20
Badger Park	254	22	170	12	9	25	13	22	12	18	11	14	283	21	197	12
Intramural Sports	227	20	188	13	7	19	6	10	13	19	8	11	260	19	205	12
Student Clubs	155	14	210	14	4	11	10	17	15	22	12	16	188	14	241	15
Fraternity/Sorority	99	9	136	9	3	8	4	7	6	9	2	3	110	8	146	9
Student Senate	91	8	100	7	0	0	6	10	5	7	5	7	100	7	114	7
Student Paper	75	7	75	5	1	3	5	8	6	9	5	7	91	7	89	5
Total Responses*	2808	245	3140	214	102	283	163	272	175	257	166	218	3250	243	3537	215
Total Respondents	1148		1466		36		60		68		76		1337		1645	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE F8

PARTICIPATION IN ACTIVITIES BY AGE

	17-19		20-24		25-29		30-39		40-49		50-Up	
Activity	N	%	N	%	N	%	N	%	N	%	N	%
Free Movies	362	50	277	36	119	25	93	18	22	10	11	11
Special Events	391	54	240	31	71	15	58	11	15	7	7	7
Basketball Games	394	54	214	28	61	13	68	13	18	8	10	10
Open Period	325	45	209	27	60	13	32	6	7	3	6	6
Dances	331	46	162	21	45	10	16	3	3	1	4	4
Music and Drama	225	31	156	20	73	15	66	13	30	13	12	12
Guest Speakers	179	25	157	20	84	18	79	15	32	14	17	17
Badger Park	265	37	140	18	41	9	22	4	4	2	6	6
Intramural Sports	272	38	137	18	32	7	15	3	4	2	1	1
Student Clubs	222	31	124	16	47	10	26	5	3	1	5	5
Fraternity/Sorority	166	23	58	8	19	4	10	2	0	0	2	2
Student Senate	116	16	61	8	12	3	16	3	4	2	2	2
Student Paper	75	10	54	7	26	6	16	3	5	2	2	2
Total Responses *	3323	460	1989	258	690	146	517	98	147	64	85	83
Total Respondents	723		770		472		527		231		102	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE F9

PARTICIPATION IN ACTIVITIES BY EMPLOYMENT STATUS

Activity	35 or More Hrs./Wk. N	35 or More Hrs./Wk. %	21-34 Hrs./Wk. N	21-34 Hrs./Wk. %	11-20 Hrs./Wk. N	11-20 Hrs./Wk. %	1-10 Hrs./Wk. N	1-10 Hrs./Wk. %	Home-Maker N	Home-Maker %	Unemployed Seeking Employment N	Unemployed Seeking Employment %	Unemployed Not Seeking Employment N	Unemployed Not Seeking Employment %
Free Movies	319	21	179	44	121	41	50	43	39	18	84	45	91	39
Special Events	233	15	175	43	135	46	54	47	23	11	79	42	83	36
Basketball Games	238	16	169	41	138	47	44	38	17	8	73	39	81	35
Open Period	160	11	152	37	113	39	40	34	21	10	70	38	74	32
Dances	162	11	140	34	101	34	41	35	5	2	60	32	57	24
Music and Drama	178	12	117	28	89	30	35	30	43	20	49	26	47	20
Guest Speakers	190	13	88	21	82	28	31	27	43	20	47	25	58	25
Badger Park	127	8	126	31	84	29	31	27	14	7	47	25	46	20
Intramural Sports	112	7	122	30	96	33	28	24	10	5	43	23	51	22
Student Clubs	96	6	100	24	85	29	35	30	14	7	48	26	48	21
Fraternity/Sorority	58	4	68	17	58	18	19	16	5	2	25	13	29	12
Student Senate	38	3	55	13	41	14	17	15	6	3	24	13	29	12
Student Paper	60	4	31	8	24	8	11	9	11	5	21	11	16	7
Total Responses*	1971	130	1522	370	1161	396	436	376	251	118	670	360	710	305
Total Respondents	1515		411		293		116		213		186		233	

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*Respondents could check more than one reason; therefore totals may exceed 100%.

TABLE F10

REASON FOR NOT PARTICIPATING BY CURRICULAR GROUP & ENROLLMENT PATTERN

Curricular Group		Do Not Have Time	Not Interested in Clubs or Act.	Meet at Inconvenient Times	No Clubs or Act. in my Area of Interest	Total
Arts and Sciences	%	66	20	7	7	100
	N	356	110	39	38	543
Pending	%	64	21	8	7	100
	N	374	119	48	39	580
Biomedical	%	66	20	8	6	100
	N	187	58	23	16	284
Technology	%	68	16	9	7	100
	N	425	101	55	43	624
Vocational Arts	%	71	12	12	5	100
	N	166	29	27	12	234
All Students	%	67	18	8	7	100
	N	1508	417	192	148	2265

Enrollment Pattern						
Part-time	%	69	19	8	4	100
	N	1029	284	120	63	1496
Full-time	%	63	17	9	11	100
	N	479	133	72	85	769
Day Only	%	62	20	9	9	100
	N	620	201	87	93	1001
Evening Only	%	71	17	9	3	100
	N	673	160	84	32	949
Day and Evening	%	68	18	7	7	100
	N	215	56	21	23	315

TABLE F11

REASON FOR NOT PARTICIPATING BY ETHNIC GROUP, SEX, AND AGE

Ethnic Group		Do Not Have Time	Not Interested in Clubs or Act.	Meet at Inconven. Times	No Clubs or Act. in my Area of Interest	Total
White Men	%	68	16	8	8	100
	N	588	140	68	71	867
White Women %	%	66	22	7	5	100
	N	733	250	83	57	1123
Black Men	%	61	19	12	8	100
	N	16	5	3	2	26
Black Women	%	62	9	9	20	100
	N	27	4	4	9	44
Mex.-Amer. Men	%	63	10	21	6	100
	N	33	5	11	3	52
Mex.-Amer. Women	%	75	9	16	0	100
	N	44	5	9	0	58
Total Men	%	68	15	9	8	100
	N	685	152	91	81	1009
Total Women	%	66	21	8	5	100
	N	823	265	100	66	1254
Age						
17-19	%	54	19	13	14	100
	N	225	76	53	56	410
20-24	%	67	16	9	8	100
	N	417	101	59	47	624
25-29	%	71	17	8	4	100
	N	291	72	34	15	412
30-39	%	74	18	5	3	100
	N	350	88	25	14	477
40-49	%	66	24	5	5	100
	N	145	53	12	11	221
50-Up	%	65	25	5	5	100
	N	59	23	5	5	92

TABLE F12

REASON FOR NOT PARTICIPATING BY EMPLOYMENT STATUS AND FEEL AN ACTIVE PART

Employment Status		Do Not Have Time	Not Interested in Clubs or Act.	Meet at Inconvenient Times	No Clubs or Act. in my Area of Interest	Total
Employed 35 hours or more per week	%	74	14	8	4	100
	N	947	181	106	53	1287
Employed 21-34 hours per week	%	63	19	9	9	100
	N	170	50	24	24	268
Employed 11-20 hours per week	%	58	26	8	8	100
	N	96	42	13	13	164
Employed 1-10 hours per week	%	53	22	9	16	100
	N	39	16	7	12	74
Homemaker	%	61	29	6	4	100
	N	105	49	10	7	171
Retired	%	45	33	0	22	100
	N	4	3	0	2	9
Unemployed seeking employment	%	41	29	17	13	100
	N	48	33	19	15	115
Unemployed not seeking employment	%	55	23	8	14	100
	N	87	37	12	22	158
Feel An Active Part						
Yes	%	70	11	8	11	100
	N	167	26	20	25	238
Somewhat	%	69	16	9	6	100
	N	811	187	108	70	1176
No	%	61	24	8	7	100
	N	497	188	62	52	799

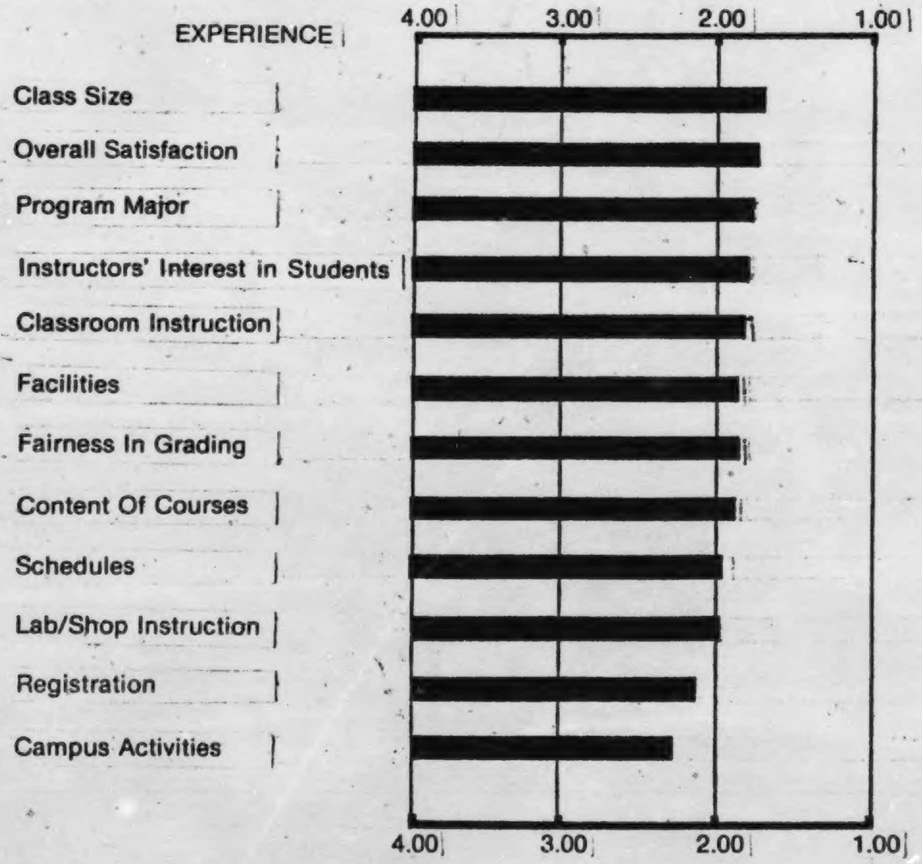
STUDENTS' PERCEPTIONS OF AC

Students' perceptions are an important indicator of the quality of their educational experience. This report, the seventh and last in a student profile series, examines AC students' perceptions of academic and instructional factors, college support services, potential problems related to college attendance and helpfulness of college personnel.

Table references (in parentheses) provide detailed information following this report narrative.

Academic and Instructional Factors

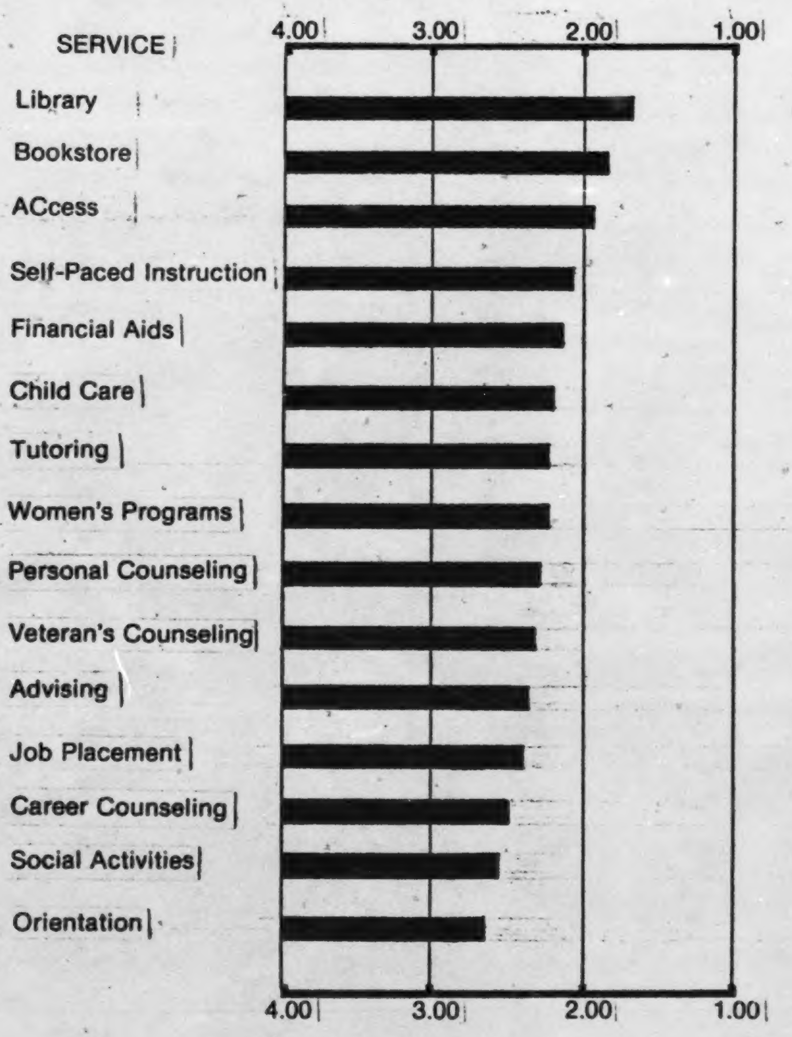
The following graph shows the student ratings for each of the academic and instructional factors. Ten of the 12 items, including OVERALL SATISFACTION, have been rated as good or better on a scale of 1.00 for superior, 2.00 for good, 3.00 for fair, and 4.00 for poor. The lowest factor, campus activities, was rated between good and fair. Rating differences between items of less than fifteen hundredths of a point are probably of no practical importance (Table G1).



Few differences in the ratings of these factors exist among student groups. Vocational Arts students rate five items somewhat lower than other students do (Table G1), and several minor differences are associated with student age. Younger students rate four items lower than older students do (Table G4). There are no important differences in student ratings by full-time and part-time status, day and evening enrollment (Table G2), ethnic origin or sex (Table G3).

Support Services

The graph which follows shows the ratings for 15 academic and personal support services. Students were asked to rate only those services they had used, on a scale of 1.00 for superior, 2.00 for good, 3.00 for fair, and 4.00 for poor (Table G5).



Students are generally positive about AC services. They rate the library more favorably than other services, between good and superior. Social activities and orientation are rated least favorably, between good and fair.

Ratings of these services vary among curricular groups. Vocational Arts majors are the least satisfied. They rate every service lower than other student groups do. While three of these rating differences are minor, those for the library, ACcess, child care, tutoring, and personal counseling are major. It is of note that child care services are not rated as well by Vocational Arts students as by others. The reason may be in part associated with the lack of access to the service, since child care, as well as some other services, is available mainly on the Washington Street Campus. On the average, just 60 percent of the Vocational Arts students compared to 73 percent of other students rate AC services as good to superior (Table G5).

Students' day or night enrollment status also affects ratings of these services. Day students rate 11 services more favorably than evening students do. For two services--child care and tutorial services--the differences are major (Table G6).

Women rate nine services more favorably than men do, but none of the differences are major. Minor differences in ratings exist among ethnic groups. Mexican-American men rate five services somewhat lower than do others, and Blacks rate social activities lower than other students do (Table G7). No differences in ratings appear among age groups (Table G8).

Problems

A variety of problems may accompany college attendance. Some are of a family or personal nature and are caused only indirectly by college attendance, while others may result from inadequate college facilities, procedures or services.

The following tabulation shows 11 potential problems and the percentages of students who consider each a difficult problem or some problem (Table G9).

Problem	Degree of Problem Difficult	 Some
Parking near campus	40	31
Scheduling classes around job hours	10	29
Locating instructors when needed	6	37
Knowing where to go to get things done on campus	5	38
Finances	9	28
Courses of my interest requre previous classes (prerequisites)	4	24
Meaning of words used on campus (semester hour, major, GPA, etc.)	3	21
Limited course offerings	6	15
Availability of transportation	3	6
Locating a residence	2	6
Physical handicap barriers	1	2

Parking, the most severe problem students encounter, affects only those who attend the Washington Street campus. Other problems experienced by substantial numbers of students are scheduling classes around job hours, locating instructors when needed, knowing where to go to get things done on campus, and finances. Physical handicap barriers, rated as the least severe problem by all students, affect 81 of the more than 3000 students surveyed. Of these, 32 note that the problem is difficult.

The problems students experience vary with their college majors. Locating instructors when needed is most difficult for Arts and Sciences majors and least difficult for Vocational Arts students. Biomedical majors encounter financial difficulties more frequently than do others. Vocational Arts students and, to a lesser extent, Technology students express fewer course prerequisite problems than other students do. However, the meaning of words used on campus in unclear to a substantial number of Vocational Arts students. Vocational Arts and Biomedical majors are least affected by limited course offerings (Table G9).

Day and full-time students experience similar problems. They, more than do part-time or night students, find parking, locating instructors, finances, and, to a lesser extent, transportation and locating a residence to be difficult problems. Scheduling classes around job hours, however, is more difficult for part-time and night students (Table G10).

Women find parking and knowing where to go to get things done on campus more difficult than men do. Men more often

TABLE G1

AVERAGE RATING OF ACADEMIC AND INSTRUCTIONAL FACTORS BY CURRICULAR GROUP

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

Factor	Arts and Sciences	Pending	Bio-medical	Tech-nology	Vocational Arts	All Students
Class size	1.70	1.76	1.78	1.76	1.93	1.76
OVERALL SATISFACTION	1.78	1.76	1.80	1.74	1.91	1.78
Major field of study	1.88	1.93	1.64	1.79	1.80	1.82
Instructors' interest in students	1.89	1.78	1.83	1.79	1.91	1.83
Classroom instruction	1.79	1.79	1.84	1.84	2.08	1.84
Instructional facilities	1.89	1.85	1.85	1.83	1.95	1.87
Fairness of grading	1.88	1.83	1.97	1.81	2.02	1.87
Content of courses	1.89	1.84	1.94	1.91	1.92	1.89
Class schedule	1.94	1.92	2.01	1.99	2.12	1.97
Lab/shop instruction	2.01	2.01	2.01	1.98	1.91	1.99
Registration process	2.06	2.18	2.03	2.10	2.12	2.10
Campus activities	2.26	2.21	2.29	2.28	2.60	2.29

TABLE G2

AVERAGE RATING OF ACADEMIC AND INSTRUCTIONAL FACTORS BY ENROLLMENT PATTERN

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

Factor	Part-Time	Full-Time	Day Only	Evening Only	Day and Evening
Class size	1.82	1.69	1.71	1.86	1.67
OVERALL SATISFACTION	1.79	1.77	1.75	1.82	1.77
Major field of study	1.86	1.79	1.79	1.88	1.81
Instructors' interest in students	1.79	1.88	1.85	1.80	1.84
Classroom instruction	1.82	1.85	1.82	1.87	1.81
Instructional facilities	1.87	1.86	1.84	1.89	1.88
Fairness of grading	1.83	1.93	1.90	1.85	1.86
Content of courses	1.88	1.91	1.88	1.89	1.91
Class schedule	1.96	1.98	1.93	1.99	2.05
Lab/shop instruction	2.00	1.98	1.97	2.03	1.98
Registration process	2.13	2.08	2.07	2.16	2.09
Campus activities	2.29	2.29	2.26	2.33	2.36

TABLE G3

AVERAGE RATING OF ACADEMIC AND INSTRUCTIONAL FACTORS BY ETHNIC GROUP, SEX

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

	White		Black		Mex.-Amer.		All	
Factor	Men	Women	Men	Women	Men	Women	Men	Women
Class size	1.73	1.72	2.00	2.04	1.89	2.16	1.76	1.76
OVERALL SATISFACTION	1.80	1.73	2.03	1.92	1.90	1.81	1.82	1.74
Major field of study	1.82	1.79	1.97	1.92	1.92	2.00	1.84	1.81
Instructors' interest in students	1.85	1.78	2.29	1.92	2.07	1.87	1.88	1.79
Classroom instruction	1.86	1.80	1.97	1.81	2.00	1.85	1.88	1.80
Instructional facilities	1.86	1.84	1.87	1.89	2.09	2.02	1.88	1.85
Fairness of grading	1.89	1.83	2.14	2.10	2.00	2.02	1.91	1.85
Content of courses	1.89	1.87	2.12	2.05	2.07	2.00	1.91	1.88
Class schedules	2.01	1.91	1.90	2.12	2.21	2.14	2.02	1.92
Lab/shop instruction	1.98	2.00	1.92	1.98	2.07	2.02	1.99	2.00
Registration process	2.06	2.14	2.13	2.21	2.03	2.36	2.06	2.15
Campus activities	2.36	2.19	2.57	2.59	2.37	2.29	2.37	2.22

TABLE G4

AVERAGE RATING OF ACADEMIC AND INSTRUCTIONAL FACTORS BY AGE

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

Factor	17-19	20-24	25-29	30-39	40-49	50-Up
Class size	1.68	1.77	1.82	1.79	1.72	1.80
OVERALL SATISFACTION	1.82	1.78	1.75	1.72	1.62	1.62
Major field of study	1.84	1.85	1.79	1.79	1.76	1.87
Instructors' Interest in students	1.92	1.94	1.70	1.76	1.63	1.65
Classroom instruction	1.88	1.88	1.79	1.79	1.76	1.66
Instructional facilities	1.87	1.92	1.85	1.81	1.74	1.91
Fairness of grading	1.94	1.95	1.81	1.79	1.74	1.67
Content of courses	1.93	1.94	1.83	1.85	1.80	1.79
Class schedule	1.91	2.02	2.03	1.97	1.84	1.93
Lab/shop instruction	2.00	2.05	1.95	2.01	1.86	1.93
Registration process	2.16	2.13	2.12	2.02	2.07	2.09
Campus activities	2.21	2.40	2.33	2.27	2.13	2.00

TABLE G5

AVERAGE RATING OF SUPPORT SERVICES USED BY CURRICULAR GROUP

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

Service	Arts and Sciences	Pending	Bio-medical	Tech-nology	Vocational Arts	All Students
Library	1.66	1.71	1.78	1.74	2.36	1.74
Bookstore	1.87	1.89	1.92	1.94	2.19	1.93
ACcess program	1.98	1.93	1.84	1.94	2.55	1.99
Self-paced instruction	1.95	1.85	2.18	2.07	2.26	2.01
Financial Aids	1.97	2.07	2.13	1.97	2.21	2.04
Child care	1.87	2.02	2.05	2.22	2.50	2.07
Tutoring program	2.01	2.00	2.00	2.10	2.77	2.09
Women's Program	2.00	2.06	2.15	2.09	2.33	2.09
Personal counseling	2.06	2.15	2.06	2.03	2.59	2.12
Veteran's counseling	2.11	2.11	2.19	2.04	2.28	2.13
Academic advising	2.24	2.20	2.04	2.08	2.47	2.18
Job placement services	2.20	2.15	2.23	2.15	2.33	2.19
Career counseling	2.30	2.30	2.17	2.18	2.61	2.27
Social activities	2.23	2.27	2.47	2.36	2.63	2.33
Freshman orientation	2.38	2.35	2.33	2.42	2.66	2.40

TABLE G6

AVERAGE RATING OF SUPPORT SERVICES USED BY ENROLLMENT PATTERN

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

Service	Part-Time	Full-Time	Day-Only	Evening Only	Day and Evening
Library	1.76	1.71	1.69	1.83	1.71
Bookstore	1.93	1.91	1.90	1.96	1.93
ACcess program	2.08	1.93	1.89	2.26	2.02
Self-paced instruction	1.96	2.03	2.01	2.03	1.93
Financial Aids	2.15	1.97	2.01	2.13	2.05
Child care	2.13	2.01	1.94	2.40	2.10
Tutoring program	2.25	1.98	2.00	2.52	1.96
Women's Program	2.12	2.07	1.94	2.32	2.33
Personal counseling	2.14	2.09	2.05	2.24	2.17
Veteran's counseling	2.06	2.15	2.02	2.17	2.31
Academic advising	2.20	2.15	2.12	2.31	2.21
Job placement services	2.17	2.19	2.19	2.13	2.29
Career counseling	2.30	2.25	2.19	2.36	2.40
Social activities	2.34	2.33	2.29	2.45	2.40
Freshman orientation	2.47	2.36	2.38	2.53	2.34

TABLE G7

AVERAGE RATING OF SUPPORT SERVICES USED BY ETHNIC GROUP, SEX*

Code: Superior-1.00; Good-2.00; Fair-3.00; Poor-4.00

	White		Black		Mex.-Amer.		All	
Service	Men	Women	Men	Women	Men	Women	Men	Women
Library	1.75	1.70	2.04	1.66	1.93	1.84	1.77	1.70
Bookstore	1.98	1.85	2.03	1.81	2.21	2.03	2.00	1.87
Access program	2.11	1.86	-	1.94	2.33	1.83	2.14	1.86
Self-paced instruction	2.14	1.85	1.88	1.94	2.35	2.19	2.14	1.87
Financial Aids	2.10	2.01	1.93	1.93	1.97	1.94	2.09	2.00
Child care	2.16	1.97	-	2.00	1.86	2.08	2.23	1.99
Tutoring program	2.21	1.98	2.50	1.75	2.31	1.92	2.23	1.96
Women's Program	2.27	1.95	-	1.80	-	2.44	2.33	1.96
Personal counseling	2.23	1.99	2.25	2.18	2.46	1.95	2.25	1.99
Veteran's counseling	2.12	2.14	1.85	2.11	2.27	2.29	2.13	2.14
Academic advising	2.21	2.17	2.29	2.21	2.38	1.92	2.21	2.15
Job placement service	2.22	2.14	-	2.22	2.39	2.06	2.24	2.15
Career counseling	2.38	2.17	2.50	2.46	2.41	2.14	2.38	2.18
Social activities	2.33	2.18	2.87	2.83	2.26	2.38	2.43	2.23
Freshman orientation	2.55	2.29	2.36	2.14	2.44	2.15	2.53	2.28

*Data are not shown where based on five or fewer responses

TABLE G8

AVERAGE RATING OF SUPPORT SERVICES USED BY AGE

Code: Superior-1.00; Good-2.00; Fair-3.00; Fair-4.00

Service	17-19	20-24	25-29	30-39	40-49	50-Up
Library	1.60	1.78	1.74	1.75	1.72	1.65
Bookstore	1.87	1.96	1.97	1.94	1.89	1.73
ACcess program	2.04	2.02	2.05	1.85	1.95	1.50
Self-paced instruction	1.98	2.01	2.04	2.07	1.88	2.00
Financial Aids	1.90	2.12	2.14	2.08	1.90	1.78
Child care	1.94	2.19	1.90	2.16	2.29	-
Tutoring program	1.98	2.07	2.16	2.23	2.28	2.00
Women's Program	2.06	2.24	1.95	2.10	2.00	1.67
Personal counseling	2.09	2.21	2.06	2.12	1.89	1.92
Veteran's counseling	2.12	2.25	2.05	2.12	2.14	2.00
Academic advising	2.20	2.22	2.12	2.18	1.92	2.00
Job placement services	2.22	2.22	2.12	2.28	1.67	2.00
Career counseling	2.22	2.37	2.31	2.27	1.95	2.17
Social activities	2.28	2.43	2.30	2.43	2.07	2.25
Freshman orientation	2.35	2.49	2.33	2.62	2.25	2.73

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*Data are not shown where based on five or fewer responses

TABLE G9

RATING OF PROBLEM AREAS BY CURRICULAR GROUP

Problem Area	Degree of Problem	Arts and Sciences		Pending		Biomedical		Technology		Vocational Arts		All Students	
		N	%	N	%	N	%	N	%	N	%	N	%
Parking near campus	Difficult	324	44	276	38	171	48	330	47	11	5	1112	40
	Some	267	36	262	36	103	29	214	30	7	3	853	31
Scheduling classes around job hours	Difficult	63	9	73	10	35	10	66	9	26	11	263	10
	Some	219	30	205	29	87	25	214	31	75	30	800	29
Locating instructors when needed	Difficult	51	7	37	6	18	5	28	4	13	5	147	6
	Some	307	43	230	35	136	39	239	36	66	27	978	37
Knowing where to go to get things done	Difficult	23	3	36	5	15	4	32	5	14	6	120	5
	Some	291	41	268	40	141	40	251	37	71	29	1022	38
Finances	Difficult	60	9	54	8	56	16	57	9	14	6	241	9
	Some	220	32	163	25	132	38	165	25	51	21	731	28
Courses of my interest require previous class	Difficult	25	4	31	5	12	4	16	3	6	3	90	4
	Some	182	27	158	25	88	27	133	21	29	12	590	24
Meaning of words used on campus	Difficult	9	1	27	4	4	1	15	2	10	4	65	3
	Some	130	18	144	22	75	22	125	19	72	30	546	21
Limited courses offered	Difficult	43	8	29	6	7	3	38	7	10	5	127	6
	Some	108	19	88	17	25	9	78	14	15	8	314	15
Availability of transportation	Difficult	11	2	19	3	10	3	16	2	10	4	66	3
	Some	42	6	45	7	37	11	30	5	20	8	174	6
Locating a residence	Difficult	15	2	13	2	14	4	9	1	6	3	57	2
	Some	36	5	27	4	45	14	31	5	13	6	152	6
Physical handicap barriers	Difficult	7	1	10	2	4	1	4	1	7	3	32	1
	Some	12	2	10	2	10	3	7	1	10	4	49	2
Other	Difficult	30	4	26	4	7	2	26	4	12	5	101	4
	Some	15	2	9	1	3	1	10	1	2	1	39	1

TABLE G10

RATING OF PROBLEM AREAS BY ENROLLMENT PATTERN

Problem Area	Degree of Problem	Part-time		Full-time		Day		Evening		Day and Evening	
		N	%	N	%	N	%	N	%	N	%
Parking near campus	Difficult	581	36	530	46	608	45	292	29	212	52
	Some	512	32	338	30	406	30	317	32	130	32
Scheduling classes around job hours	Difficult	178	11	84	8	108	8	103	10	52	13
	Some	517	33	282	25	320	24	340	34	140	18
Locating instructors when needed	Difficult	69	5	78	7	77	6	43	5	27	7
	Some	478	32	499	44	545	42	254	27	179	47
Knowing where to go to get things done	Difficult	76	5	44	4	56	4	52	5	12	3
	Some	579	38	441	39	515	39	346	36	161	42
Finances	Difficult	102	7	139	13	142	11	53	6	46	12
	Some	347	24	383	35	404	31	189	21	138	37
Courses of my interest require previous class	Difficult	51	4	39	4	49	4	28	3	13	4
	Some	299	21	290	27	313	25	174	19	103	28
Meaning of words used on campus	Difficult	38	3	27	2	36	3	22	2	7	2
	Some	297	20	249	22	301	23	176	19	69	18
Limited courses offered	Difficult	81	7	46	5	48	5	57	8	22	7
	Some	183	15	131	14	141	14	116	15	57	18
Availability of transportation	Difficult	25	2	41	5	40	3	13	1	13	3
	Some	84	6	90	8	100	8	49	5	25	6
Locating a residence	Difficult	20	1	37	3	46	4	8	1	3	1
	Some	62	4	90	8	97	8	29	3	26	7
Physical handicap barriers	Difficult	13	1	19	2	19	2	9	1	4	1
	Some	15	1	34	3	36	3	8	1	5	1
Other	Difficult	60	4	41	4	42	3	41	4	18	4
	Some	19	1	20	2	21	2	10	1	8	2

TABLE G11

RATING OF PROBLEM AREAS BY ETHNIC GROUP, SEX

		White				Black				Mexican-American				All			
		Men		Women		Men		Women		Men		Women		Men		Women	
Problem Area	Degree of Problem	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parking near campus	Difficult	382	35	605	44	7	25	32	62	16	28	28	43	433	35	679	45
	Some	306	28	463	34	9	32	6	12	11	19	24	37	345	28	507	34
Scheduling classes around job hours	Difficult	131	12	101	8	4	13	4	9	5	8	9	15	147	12	116	8
	Some	353	33	361	27	5	16	18	38	22	36	15	25	401	32	399	27
Locating instructors when needed	Difficult	59	6	66	5	3	11	1	2	4	7	5	8	73	6	74	5
	Some	406	38	478	38	6	2	14	32	19	31	25	41	451	37	527	37
Knowing where to go to get things done	Difficult	42	4	56	4	2	7	1	2	4	7	6	9	53	4	66	5
	Some	361	34	572	44	5	17	17	38	12	20	22	34	399	33	623	43
Finances	Difficult	86	8	118	9	3	10	7	16	8	15	6	10	107	9	134	10
	Some	256	25	368	29	8	27	16	37	19	35	30	50	309	26	421	30
Courses of my interest require previous class	Difficult	42	4	34	3	0	0	0	0	6	11	2	4	52	4	38	3
	Some	250	24	272	22	6	29	15	41	11	21	11	21	288	25	302	23
Meaning of words used on campus	Difficult	22	2	30	2	1	4	1	2	4	7	1	3	29	2	36	3
	Some	197	19	271	21	9	33	7	17	12	20	21	36	242	20	303	22
Limited courses offered	Difficult	49	6	54	5	2	10	5	15	1	2	4	9	63	7	64	6
	Some	131	16	147	14	2	10	5	15	7	16	7	16	148	15	165	14
Availability of transportation	Difficult	21	2	26	2	2	7	3	7	5	9	3	5	33	3	33	2
	Some	61	6	71	6	2	7	14	31	5	9	8	13	72	6	102	7
Locating a residence	Difficult	19	2	31	3	0	0	0	0	1	1	1	2	23	2	34	3
	Some	51	5	76	6	2	8	3	8	5	9	4	7	64	6	87	7
Physical handicap barriers	Difficult	16	2	10	1	0	0	0	0	3	6	0	0	22	2	10	1
	Some	19	2	22	2	1	4	1	3	0	0	2	4	23	2	26	2
Other	Difficult	47	4	42	3	0	0	0	0	5	9	2	3	56	4	45	3
	Some	10	1	24	2	0	0	1	2	3	5	0	0	13	1	26	2

TABLE G12

RATING OF PROBLEM AREAS BY AGE

Problem Area	Degree of Problem	17 - 19		20 - 24		25 - 29		30 - 39		40 - 49		50 - UP	
		N	%	N	%	N	%	N	%	N	%	N	%
Parking near campus	Difficult	324	33	331	42	167	37	186	37	80	37	23	20
	Some	224	33	255	33	125	28	159	32	59	27	29	25
Scheduling classes around job hours	Difficult	40	6	94	12	49	11	55	11	17	8	8	8
	Some	171	25	255	33	138	31	151	31	54	26	30	29
Locating instructors when needed	Difficult	48	7	48	6	26	6	18	4	3	2	4	4
	Some	326	48	315	41	132	30	136	29	46	24	22	22
Knowing where to go to get things done	Difficult	34	5	43	6	16	4	18	4	4	2	4	4
	Some	296	44	294	38	166	38	175	37	68	35	23	23
Finances	Difficult	51	8	100	13	43	10	31	7	9	5	7	8
	Some	203	30	266	35	124	29	99	22	28	15	9	10
Courses of my interest require previous class	Difficult	32	5	25	3	12	3	15	3	3	2	3	3
	Some	173	27	207	28	96	23	82	19	25	14	6	7
Meaning of words used on campus	Difficult	18	3	16	2	7	2	13	3	5	3	6	6
	Some	188	28	139	18	90	21	82	18	32	17	14	14
Limited courses offered	Difficult	30	5	36	6	21	6	30	8	4	3	6	8
	Some	73	13	104	17	63	18	49	13	17	12	7	9
Availability of transportation	Difficult	20	3	18	2	12	3	8	2	3	2	5	5
	Some	46	7	57	7	24	6	33	7	10	5	4	4
Locating a residence	Difficult	15	2	20	3	12	3	7	2	1	1	2	2
	Some	50	8	64	9	20	5	14	3	0	0	3	3
Physical handicap barriers	Difficult	3	1	10	1	11	3	6	4	0	0	2	2
	Some	11	2	17	2	11	3	1	1	4	2	2	2
Other	Difficult	15	2	36	5	17	4	23	5	6	3	4	3
	Some	9	1	9	1	7	2	10	2	1	1	3	3

TABLE G13

ARE AC PEOPLE HELPFUL BY:

Curricular Group	% Yes
Arts and Sciences	94
Pending	94
Biomedical	94
Technology	95
Vocational Arts	90
All Students	94

Enrollment Pattern	% Yes
Part-Time	95
Full-Time	93
Day Only	94
Evening Only	95
Day and Evening	93

Ethnic Group	% Yes
White Men	94
White Women	95
Black Men	89
Black Women	90
Mex.-Amer. Men	94
Mex.-Amer. Women	93
All Men	93
All Women	94

Age	% Yes
17-19	92
20-24	92
25-29	95
30-39	95
40-49	98
50-Up	99

experience difficulties with scheduling classes around job hours. Financial and transportation problems are encountered less frequently by Whites. The meaning of words used on campus is most difficult for Black men and Mexican-Americans (Table G11).

In general, younger students, more than older students, experience difficulties with parking, locating instructors, knowing where to go to get things done on campus, and prerequisites for desired courses. The problem of finances is experienced most often by 20-24 years olds and least often by students of age 30 and over (Table G12).

Helpfulness of AC personnel

Virtually all students (94%) believe AC personnel are interested in helping with their problems and special needs related to college attendance. Fewer Vocational Arts majors and Blacks (90%) express this belief and more students of age 40 and older (99%) do (Table G13).

Summary

Most students at AC rate academic and instructional factors quite favorably. Support services are also rated well, although Vocational Arts majors, evening students and men are somewhat less satisified with them than other students are. Parking is a problem for seven of ten students on the Washington Street campus. Problems such as scheduling classes around job hours, locating instructors, knowing where to go to get things done and finances affect certain groups of students more strongly then other groups.

Ninety-four percent of all students perceive AC personnel as interested in helping students with problems and special needs related to college attendance. Students aged 40 and above are most likely to express this belief while Blacks and Vocational Arts students are somewhat less likely to do so.

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